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ABSTRACT

Three papers on home economics education which were presented at a teacher education leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: "Non-Degree Inservice Education Program," by Delores Allenspach; "Job Training Teaching Methods for Degreed Teachers," by Virginia Tappenden; and "Vocational Home Economics Consumer Homemaking Methods," by Shirley Slater. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended materials include some of the following: a lesson plan format, information sheets on the preparation of slides and transparencies, a job training terminology essay exam, and guidelines for competency-based module development. (JH)

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Topic Analysis for Vocational Teacher Education

Home Economics Education

CE 022 297

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Foreword

In recent years, extensive efforts have been exerted from a state vocational education perspective to impact upon the professional staff development of state leadership and local program personnel. Teacher education has been involved in these staff development activities, but formalized efforts which have implication for statewide pre-service and baccalaureate vocational education professional personnel development programs have been limited.

During recent years there have been sweeping institutional reforms for the professional preparation of teachers in Ohio, adopted by the State Board of Education. The resultant institutional restructuring to meet these standards, has replaced the traditional approach of adding or deleting courses for certification as a means of preparing teachers, and are designed to prepare teachers who will possess sound professional knowledge of the learning process, have competencies in the clinical use of sophisticated diagnostic instruments, and posses the ability to work effectively with youth from various social, economic and racial environments.

The primary purpose of the teacher educator conference was to "enhance the effectiveness of vocational education professional personnel development program through the bringing about of an awareness and understanding of teacher education standards and their implication for program redesign, and the review of common core curricula and program criteria for vocational education personnel development." This expressed purpose was met through the combined efforts of many teachers educators and other state staff who designed the program. Special acknowledgement is extended to the teacher educators who prepared, presented, and revised the professional papers which focused on common core curricula for vocational education. During the two and one half day conference, eighty-five teachers educators from various universities across Ohio had the opportunity to react to and critique the written presentations. Each paper addressed six primary points of emphases:(1) Need for the Proposed Course, (2) Objectives, (3) Content, (4) Instructional Strategies, (5) Evaluation, both formative and summative, and (6) Related resources.

This publication is a product, of the teacher education conference. We are indebted to the various publication authors and to the conference participants for their professional counsel and written critique of the various topical analyses. The concepts and ideas contained in these papers are the sole responsibilities of the authors and are to serve as a basis for discussion and further development.

Byrl R. Shoemaker
Executive Director,
Vocational and Career Education
and School Food Service,
Ohio Department of Education

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Topic Analysis for Vocational Teacher Education

NON-DEGREE IN-SERVICE EDUCATION PROGRAM

Prepared by
Delores Allenspach
Teacher-Educator
Home Economics
Miami University

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

September, 1978

Author

Delores Allenspach is currently serving at Miami University in Ohio as a teacher-educator for non-degree instructors in Home Economics Related Occupations for the Ohio Division of Vocational Education. Prior to her present position she was a home economics teacher in Madison Local Schools, Middletown, Ohio, and an elementary teacher in Nevada, Iowa, and Sioux Fall, South Dakota. She took her undergraduate education at Sioux Falls College, Mankato State College and Miami University. She received her M.S. degree in Home Economics Education at Miami University. She has professional memberships in the American Vocational Association, Ohio Vocational Association, National Education Association, Ohio Home Economics Association and Phi Upsilon Omicron, Home Economics Honorary.

NON DEGREE IN-SERVICE EDUCATION PROGRAM

NEED FOR PROGRAM

In school districts in Ohio where a vocationally certified teacher is not available, a technically qualified person may be considered for employment as a job-training teacher.

The Non-Degree In-Service Education Program is designed to assist this non-degree person having work experience and skill in a specific trade to become certified to teach that occupation in a vocational home economics job-training program by providing opportunities to develop professional competencies.

Instruction is provided on the learning process, program organization, and the planning and execution of instruction. The program can be compelted in two to three years.

Upon successful completion of the In-Service Program the non-degree teacher is granted a four-year provisional teaching certificate. The non-degree teacher must complete 10 semester (14 quarter) hours of college course work each time the four-year provisional certificate is to be renewed. Half of these 10 semester hours must be technical or professional courses for their teaching field and must be taken at one of the universities approved for vocational education in the State of Ohio.

INSTRUCTIONAL OBJECTIVES

I. Competency: The teacher will be able to fulfill the professional role of a teacher by demonstrating ethical, personal and professional behavior.

Criteria:
- become familiar with the teacher's role in the school and community
- follow acceptable patterns of behavior for the role of a teacher in an assigned school system
- assume responsibility for continuous personal and professional growth

II. Competency: The teacher will be able to integrate the philosophies and principles of vocational education with knowledge and trends of the occupation to develop a home economics job-training program.

Criteria:
- outline in sequential order the important events in the history of vocational education which have affected the direction of vocational home economics job-training

— describe how federal legislation provides for vocational funding
— develop a philosophy of home economics occupational education by formulating in writing professional beliefs
— diagram the organizational design of vocational education in Ohio.

III. Competency: The teacher will be able to organize and supervise a home economics job-training program to meet the needs of the community and students.

Criteria:
— outline the steps to establish a home economics job-training program
— explain the effects of the economy and community in designing an occupational program
— design an occupational program that meets criteria standards

IV. Competency: The teacher will be able to explain the techniques and strategies for organizing and operating an in-school home economics job-training program.

Criteria:
— diagram the management of an in-school program.
— develop a plan for organizing and managing the laboratory experience.
— plan and supervise early placement activities to provide additional learning opportunities.

V. Competency: The teacher will be able to explain the techniques and strategies for organizing and operating a home economics multi-area co-op job-training program.

Criteria:
— diagram the organization and management of a co-op work experience program.
— determine guidelines for a cooperative work experience program.
— develop a plan for recruiting and selecting co-op students in a job-training program.
— select adequate co-op work experiences.
— plan student's weekly schedule.
— place co-op students on a job.
— develop training plans for a co-op work experience program
— provide supervision for a co-op work experience program.
— plan an employee/employer appreciation banquet.

VI. Competency: The teacher will be able to use the principles of learning to plan and execute instruction.

Criteria.
- analyze characteristics of the adolescent learner.
- diagram various instructional models.
- describe the principles of learning
- select and use techniques that motivate students to learn
- manage student behavior.
- use effective communication skills.
- explain the function of each step in a four-step lesson plan and plan lessons using the four-step method.

VII. Competency: The teacher will be able to plan instruction for special learners.

Criteria:
- present an illustrated talk
- demonstrate a manipulative skill
- demonstrate a concept or principle
- direct student study
- direct student laboratory experience
- direct student in applying problem-solving techniques
- direct project method
- direct field trips
- employ the questioning techniques
- employ reinforcement techniques
- assist students in obtaining information from sources in the community
- present information with the assistance of a resources expert
- direct students in instructing other students
- individualize instruction
- use games for learning
- use case studies
- employ role playing and simulation techniques
- employ brainstorming, buzz groups and question box techniques
- direct large group and panel discussions

IX. Competency: The teacher will be able to construct, select, and evaluate instructional materials to facilitate learning.

Criteria:
- prepare teacher-made instructional materials.
- evaluate text books

— illustrate with bulletin boards and exhibits
— illustrate with models, real objects and flannel boards
— present information with overhead or opaque projectors
— illustrate with filmstrips or slides
— present information with film
— present information with tape recordings
— present information with video taped materials
— present information with chalkboard and flip chart.

X. Competency: The teacher will be able to evaluate programs and instructional materials to eliminate sexual bias.

Criteria:
— evaluate programs and eliminate sexual bias
— evaluate and redesign instructional materials to eliminate sexual bias

XI. Competency: The teacher will be able to develop student's reading, science, math, and communication skills while teaching subject matter content.

Criteria:
— use instructional techniques to develop student's reading skills while teaching occupational content.
— use instructional techniques to develop science principles while teaching occupational content.
— use instructional techniques to develop student's math competencies while teaching occupational content.
— use instructional techniques to develop student's communication skills while teaching occupational content.

XII. Competency: The teacher will be able to plan curriculum for an in-school or work experience job-training program.

Criteria:
— use task analysis to determine course content.
— use an advisory committee to validate program content.
— use frequency charts and surveys to determine scope and sequence of course content.
— write a course of study for the junior or senior year of an in-school or work experience job-training program.

XIII. Competency: The teacher will be able to plan instruction which will execute course of study and meet the needs of the students.

Criteria:
- — assess student needs
- — develop units of instruction
- — write behavioral objectives for the cognitive, psychomotor and affective domains of learning.
- — write lesson plans
- — plan motivating introductions for the lesson plans.
- — select and plan learning strategies which enable the learner to achieve the behavioral objectives
- — select and plan learning strategies which apply the principles of learning.
- — select and plan learning strategies that motivate students.
- — develop performance criteria.
- — assess student skill performance.
- — assess student knowledge achievement.
- — assess student affective performance.
- — determine student grades.
- — administer and evaluate achievement test results.

XIV. Competency: The teacher will be able to organize a student organization as an integral part of the occupational program to develop student leadership abilities.

Criteria:
- — establish a student organization.
- — prepare students for membership roles.
- — prepare yearly program of work.
- — incorporate HERO activities into instructional units.
- — supervise activities of a student vocational organization.
- — guide students in recognition activities.

XV. Competency: The teacher will be able to follow the laws and regulations affecting students in occupational work experience or early placement.

Criteria:
- — list regulations in the child-labor laws.
- — obtain and complete work permits for students.
- — explain minimum wage regulations.

XVI. Competency: The teacher will be able to recruit and select students for a job training program.

Criteria:
- — develop a public relations plan.
- — develop brochures to promote the program.

— prepare news release for the program.
— determine student interest and ability using formal data and conferences.

XVII. Competency: The teacher will be able to administer a job-training program.

Criteria: — complete vocational education reports.
— manage the program budget.
— maintain a filing system for the program.
— conduct a student follow-up.
— evaluate program and instruction.
— participate in a PRIDE evaluation.

TOPICAL OUTLINE

I. Teaching as a Profession
  A. Definition
  B. Professionalism
    1. professional practices
    2. role within school system
    3. role in the community
  C. Professional Growth
    1. professional organizations
    2. professional journals
    3. research to improve teaching

II. Orientation to Vocational Education
  A. History
  B. Federal Legislation Affecting Vocational Education
  C. Philosophy
    1. Core curriculum
    2. Prosser's theories of vocational education
  D. Overview of Vocational Education in Ohio

III. Steps to Initiate a Vocational Home Economics Job-Training Program
  A. Steps in establishing a program
    1. community survey
    2. advisory committee
      a. function
      b. membership
    3. occupational analysis
    4. program goals and objectives

B. Criteria for establishing a program
   1. types of programs
      a. secondary
      b. post secondary
         1. technical
         2. adult
   2. vocational units
   3. class schedules
   4. student enrollment
      a. regular
      b. handicapped
      c. disadvantaged
   5. facilities and equipment
   6. certification requirements
      a. secondary
      b. adult

IV. Techniques and Strategies for Organizing and Operating an In-School Home Economics Job-Training Program
   A. Organizing and managing instruction
      1. group related
      2. laboratory
      3. individualized study
      4. student rotation
   B. Organizing and managing the vocational laboratory
   C. Early placement

V. Techniques and Strategies for Organizing and Operating a Cooperative Work Experience Program
   A. Organize and manage instruction
   B. Guidelines for cooperative work experiences
   C. Student application and selection
   D. Co-op training stations
   E. Student's weekly schedule
   F. Procedures to place co-op student on the job
      1. agreement forms
      2. wage and hour records
   G. Training plan
   H. Teacher supervision
      1. records
      2. techniques and conferences
   I. Employer/employee appreciation event

VI. Principles of Learning
   A. Understand the adolescent learner
   B. Instructional models

C. Psychology of learning
D. Motivating student learning
E. Managing student behavior
F. Communication skills
G. Four step lesson planning

VII. Instruction for Special Learners
A. Laws
B. Slow learners
C. More capable learners
D. Handicapped student
E. Disadvantaged student
F. Techniques for mainstreaming the special learner into the regular classroom
G. Teaching in rural, urban or suburban school settings
1. cultural differences
2. discipline
3. drug problems, etc.

VIII. Teaching Strategies
A. Illustrated talk
B. Demonstration of manipulative skill
C. Demonstration of concept or principle
D. Student study
E. Laboratory experience
F. Problem solving techniques
G. Project method
H. Field trips
I. Questioning technique
J. Reinforcement technique
K. Obtain information from sources in the community
L. Resource expert
M. Peer teaching
N. Individualized instruction
O. Games for learning
P. Case studies
Q. Role playing and simulation techniques
R. Brainstorming, buzz groups and question box techniques
S. Large group and panel discussions

IX. Instructional Materials
A. Teacher-made instructional materials
B. Text book evaluation
C. Bulletin boards and exhibits
D. Models, real objects and flannel boards
E. Overhead or opaque projectors

F. Filmstrip or slides
G. Film
H. Tape recordings
I. Video taped materials
J. Chalkboard and flip chart

X. Sex Equity
A. Program
B. Instructional materials

XI. Teaching Reading, Science, Math and Communication Skills in the Content Area

XII. Curriculum Development
A. Frequency chart
B. Course of study
1. course content
a. tast grouping
b. task analysis
1. skill
2. technical knowledge
3. math
3. science
2. program validation with advisory committee
3. program philosophy
4. introduction
5. course outline
6. instructional plan
a. yearly organizational design
1. instructional time
2. student rotation
b. common related class
c. lab or work experience coordination plan
d. production cycle or training plan
7. title page
8. table of content
9. bibliography

XIII. Instructional Development
A. Student needs assessment
B. Units of instruction
1. behavioral objectives
2. lesson plans
a. introduction
b. selection of learning strategies
1. teaching in the psychomotor domain
2. teaching in the cognitive domain

3. teaching in the affective domain
c. selection of instructional materials
d. summarize lesson
3. individualized instruction
a. assignment sheets
b. information sheets
c. job sheets
d. operation sheets

C. Student performance assessment
1. performance criteria
2. evaluation of skill performance
3. evaluation of knowledge performance
4. evaluation of affective performance
5. determine student grades
6. achievement testing

XIV. Student Organization (HERO)
A. Establishment of a student organization
B. Preparation of members for leadership roles
C. Preparation of yearly program
D. Integration of HERO activities into the instructional program
E. Supervise activities of student vocational organization
F. Recognition activities

XV. Laws and Regulations Affecting Students in Job Training
A. Child-labor laws
B. Work permit
C. Minimum wage regulations

XVI. Recruitment and Selection of Students
A. Public relations plan
B. Brochures to promote program
C. News releases for the program
D. Determine student interest and eligibility
1. formal data
2. conferences

XVII. Administrative Records
A. Vocational education reports
1. VE-26
2. VE-21 and VE-22
3. Home Economics Annual Report
4. Program of work
B. Budget management
C. Filing system for program
D. Student follow-up (VE-23)
E. Program and instructional evaluation
F. PRIDE

TEACHING STRATEGIES

The in-service program includes pre-service and in-service training and utilizes an itinerate teacher-educator who makes frequent visits to the non-degree teacher's classroom. The program operates on a two-year schedule. Completion of the program and 18 months of successful teaching experience qualifies a teacher for a four-year provisional certificate in the area of their program specialty.

Beginning Teacher's Workshop	4 semester credits (6 qtr)
First Year In-Service Training	4 semester credits (6 qtr)
Continuing Teacher's Workshop	4 semester credits (6 qtr)
Second Year In-Service Training	4 semester credits (6 qtr)
Required for four-year Provisional Certificate	16 semester credits (24 qtr)

The Beginning Teacher's Workshop is held before the non-degree teacher begins teaching. During the academic year a teacher-educator makes frequent visits to the teacher's classroom. These visits consist of observation, consultation, and assignments on an individualized basis. During each visit, the teacher-educator observes the teacher during the related class period and through the laboratory activities. The work completed on assignments made at the previous visit is checked. A conference is held during a time outside of class and laboratory responsibilities to evaluate assignments, discuss concerns, and relate observations to program objectives. Assignments and an appointment are made for the next visit. Where geographically feasible, several teachers are brought together for group seminars.

During the summer following the first year of teaching, the teacher attends the Continuing Teacher's Workshop. At this time competence is gained in curriculum development and course of study writing for a specific vocational program. During the second year of the in-service program the course of study is completed and instruction to execute the course of study is developed.

The following schedule shows the breakdown of course content for the four major segements of the two-year program:

Beginning Teacher's Workshop

I. Teaching As A Profession

II. Orientation to Vocational Education

III. Steps to Initiate a Vocational Home Economics Job-Training Program

IV. Techniques and Strategies for Operating an In-School Home Economics Job-Training Program

V. Techniques and Strategies for Organizing and

		and Operating a Cooperative Work Experience Program
	VI.	Principles of Learning
	VII.	Instruction for Special Learners
First Year In-Service Training	VIII	Teaching Strategies
	IX.	Instructional Materials
	X.	Sex Equity
Continuing Teacher's Workshop	XI.	Teaching Reading, Science, Math and Communication Skills in the Content Area
	XII.	Curriculum Development
	XIII.	Instructional Development
	XIV.	Student Organization
Second Year In-Service Training	XV.	Laws and Regulations Affecting Students in Job Training
	XVI.	Recruitment and Selection of Students
	XVII.	Administrative Records

The Beginning Teacher's Workshop and the Continuing Teacher's Workshop utilize both group and individualized instructional strategies. The inservice instruction during the two academic years utilizes individualized instruction and classroom observation and supervision by a teacher-educator. Listed below are the individualized assignments and suggested instructional resources for each module.

MODULE I: Teaching as a Profession

Individualized Assignments	Resources
1. What Is Teaching	*Heart of Instruction*, #1 *Performance Based Teacher Education*, I-2 *Instructor's and Their Jobs*, Chapter 1 *Methods of Teaching Shop and Technical Subjects*, Chapter 14
2. Professionalism	*Performance Based Teacher Education*, I-3, I-4 *Creative Home Economics Instruction*, Chapter 20
3. Keeping Up-to-Date Professionally	*Performance Based Teacher Education*, I-1
4. Using Research to Improve Teaching	

MODULE II: Orientation to Vocational Education

Individualized Assignments	Resources
1. History of Vocational Education	*American Vocational Journal*, May 1976
2. Federal Legislation Affecting Vocational Education	*Federal Register*, October 3, 1977, part VI
3. Philosophy of Vocational Education	*American Vocational Journal*, May 1976 *An Instructional Systems Design for Vocational Education*, Chapters 2 and 3
4. Organization of Vocational Education in Ohio	*Manual of Operation*

MODULE III: Steps to Initiate A Vocational Home Economics Job-Training Program

Individualized Assignments	Resources
1. Program Standards	*Manual of Operation*
2. Steps to Establish a Vocational Job-Training Program	*Manual of Operation*
3. Community Survey	*Performance Based Teacher Education*, A-1, A-2, A-3
4. Advisory Committee	*Performance Based Teacher Education*, A-4, A-5
5. Occupational Analysis	*Occupational Analysis, Techniques and Procedures Performance Based Teacher Education*, A-7 *Instructors and Their Jobs*, Chapter 5
6. Program Goals and Objectives	*Performance Based Teacher Education*, A-6

MODULE IV: Organizing and Planning Instruction for an In-School Job-Training Program

Individualized Assignments	Resources
1. Organizing and Managing Instruction for In-School Programs	*Planning and Organizing Instruction* *Instructional Systems Development for Vocational and Technical Training* *An Instructional System Design*
2. Organizing and Managing the Vocational Laboratory	*Heart of Instruction*, #10 *Performance Based Teacher Education*, E-8, E-9, E-5
3. Early Placement for In-School Programs	*Manual of Operation* *Instructors and Their Jobs*, Chapter 14

MODULE V: Techniques and Strategies for Organizing and Operating a Cooperative Work Experience Program

Individualized Assignments	Resources
1. Organize and Manage Coop Instruction	*Performance Based Teacher Education*, J-7, J-9
2. Guidelines for Cooperative Work	*Performance Based Teacher Education*, J-1 Experiences
3. Student Application and Selection	*Performance Based Teacher Education*, J-3
4. Coop Training Stations	*Performance Based Teacher Education*, J-4
5. Student's Weekly Schedule	*Manual of Operation*
6. Placing Coop Students on the Job	*Performance Based Teacher Education*, J-5
7. Training Plans	*Performance Based Teacher Education*, J-6
8. Teacher Supervising of Coop Students	*Performance Based Teacher Educatiohn*, F-3, J-8
9. Appreciation Banquet for Coop Employers	*Performance Based Teacher Education*, J-10

MODULE VI: Principles of Learning

Individualized Assignments	Resources
1. The Adolescent Learner	*Heart of Instruction*, #3
2. Instructional Models	*Developing a Systems View of Education: The Systems Model Approach* *Instructional Systems Development for Vocational and Technical Training*, Chapter 5 *Developing Vocational Instruction* *Systematic Instruction* *An Instructional System Design for Vocational Education*
3. Principles of Learning	*Heart of Instruction*, #2 *Methods of Teaching Shop and Technical Subjects*, Chapter 1 *Instructors and Their Jobs*, Chapter 2
4. Techniques to Motivate Learning	*Heart of Instruction*, #9 *Building a Learning Environment* *Teaching Strategies and Classroom Realities* *Instructors and Their Jobs*, Chapter 3, 13 *Methods of Teaching Shop and Technical Subjects*, Chapter 4

MODULE VI: Principles of Learning

Individualized Assignments	Resources
5. Managing Student Behavior	*Heart of Instruction*, #11 *Enhancing Pupil Personnel Services in Vocational Education* *Performance Based Teacher Education*, E-7
6. Use Effective Communication Skills	*Heart of Instruction*, #7
7. Four-Step Lesson Planning	*Performance Based Teacher Education*, B-4 *Methods of Teaching Shop and Technical Subjects*, Chapters 2, 3, 4, 8 *Instructors and Their Jobs*, Chapter 5

MODULE VII: Instruction for Special Learners

Individualized Assignments	Resources
1. Regulations for Special Learners in Public School	*Standards for Special Education* *Federal Register*, Part IV, May 4, 1977; Part II, August 23, 1977
2. Planning Instruction for Slow Learners	*Performance Based Teacher Education*, C-14 *Home Economics for Learners with Special Needs*
3. Planning Instruction for More Capable Learners	*Performance Based Teacher Education*, C-14
4. Planning Instruction for Handicapped Learners	*Home Economics for Learners with Special Needs*
5. Planning Instruction for Disadvantaged Learners	
6. Special Learners in the Regular Classroom	*Home Economics for Learners with Special Needs*
7. Teaching in an Urban, Suburban, or Rural School	

MODULE VIII: Teaching Strategies

Individualized Assignments	Resources
1. Present an Illustrated Talk	*Performance Based Teacher Education*, C-15 *Methods of Teaching Shop and Technical Subjects*, Chapter 7 *Cretive Home Economics Instruction*, Chapter 12 *Instructors and Their Jobs*, Chapter 7
2. Demonstrate a Manipulative Skill	*Performance Based Teacher Education*, C-16 *Methods of Teaching Shop and Technical Subjects*, Chapters 5, 6, 7 *Creative Home Economics Instruction*, Chapter 14 *Instructors and Their Jobs*, Chapter 9
3. Demonstrate a Concept or Principle	*Performance Based Teacher Education*, C-17
4. Direct Student Study	*Performance Based Teacher Education*, C-6
5. Direct Laboratory Experience	*Performance Based Teacher Education*, C-7 *Methods of Teaching Shop and Technical Subjects*, Chapter 6

MODULE VIII: Teaching Strategies

Individualized Assignments	Resources
6. Direct Students in Applying Problem Solving Techniques	*Performance Based Teacher Education*, C-8
7. Direct Project Method	*Performance Based Teacher Education*, C-9
8. Direct Field Trip	*Performance Based Teacher Education*, C-1
9. Employ Question Technique	*Performance Based Teacher Education*, C-12 *Creative Home Economics Instruction*, Chapter 7 *Instructors and Their Jobs*, Chapter 8
10. Employ Reinforcement Technique	*Performance Based Teacher Education*, C-13
11. Assist Students in Obtaining Information from Sources in the Community	*Creative Home Economics Instruction*, Chapter 19

MODULE VIII: Teaching Strategies

Individualized Assignments	Resources
12. Present Information with the Assistance of a Resource Expert	*Performanced Based Teacher Education*, C-20
13. Direct Students in Instructing Other Students	*Performance Based Teacher Education*, C-4
14. Individualized Instruction	*Performance Based Teacher Education*, C-18 *Creative Home Economics Instruction*, Chapter 13 *Instructors and Their Jobs*, Chapter 6
15. Use Games for Learning	*Creative Home Economics Instruction*, Chapter 19

MODULE VIII: Teaching Strategies

Individualized Assignments	Resources
16. Use Case Studies	*Creative Home Economics Instruction*, Chapter 9
17. Employ Role Playing Simulation Techniques	*Performance Based Teacher Education*, C-5 *Role-Playing Methods in the Classroom* *Creative Home Economics Instruction*, Chapter 11
18. Brainstorming, Buzz Groups	*Performance Based Teacher Education*, C-3 *Creative Home Economics Instruction*, Chapter 10
19. Group and Panel Discussions	*Performance Based Teacher Education*, C-2 *Creative Home Economics Instruction*, Chapter 8 *Instructors and Their Jobs*, Chapter 7

MODULE IX: Instructional Materials

Individual Assignments	Resources
1. Teacher Prepared Instructional Materials	*Performance Based Teacher Education*, B-6 *Audio-Visual Methods in Teaching Instructors and Their Jobs*, Chapter 10 *Creative Home Economics Instruction*, Chapter 17
2. Textbook Evaluation	*Creative Home Economics Instruction*, Chapter 17
3. Bulletin Boards and Exhibits	*Performance Based Teacher Education*, C-21
4. Models and Real Objects	*Performance Based Teacher Education*, C-22
5. Overhead and Opaque Projectors	*Performance Based Teacher Education*, C-23
6. Film and Slides	*Performance Based Teacher Education*, C-24

MODULE IX: Instructional Materials

Individual Assignments	Resources
7. Films	*Performance Based Teacher Education*, C-25
8. Tape Recordings	*Performance Based Teacher Education*, C-26
9. Video Tapes	*Performance Based Teacher Education*, C-27
10. Chalkboard and Flip Charts	*Performance Based Teacher Education*, C-26

MODULE X: Sex Equity

Individual Assignments	Resources
1. Eliminate Sexual Bias in Vocational Program	
2. Eliminate Sexual Bias in Instructional Materials	

MODULE XI: Teaching Reading, Science, Math and Communication Skills in the Content Area

Individualized Assignments	Resources
1. Developing Student Reading Skills while Teaching Occupational Content	*Reading and Learning in the Content Classroom*
2. Developing Science Principles While Teaching Occupational Content	*Heart of Instruction*, #8
3. Developing Math Skills While Teaching Occupational Content	*Heart of Instruction*, #8
4. Developing Communication Skills While Teaching Occupational Content	*Heart of Instruction*, #8

MODULE XII: Curriculum Development — Course of Study

Individualized Assignments	Resources
1. Occupational Analysis and the Course of Study	*Planning and Organizing Instruction*, Chapter 5 *Occupational Analysis, Techniques and Procedures*, *Developing Vocational Instruction*. *An Instructional System Design for Vocational Education*. Chapter 10
2. Frequency Chart	*Occupational Analysis, Techniques and Procedures*
3. Course Outline	*An Instructional System Design for Vocational Education*, Chapter 3 *Occupational Analysis, Techniques and Procedures*
4. Related Time Line	*Determining the Related Instructional Content*, Chapter 8

MODULE XII: Curriculum Development — Course of Study

Individualized Assignments	Resources
5. Objectives for Course of Study	*Developing Vocational Instruction* *Preparing Instructional Objectives* *Writing Instructional Program Objectives*, Chapter 4
6. Introduction for Course of Study	
7. Yearly Organizational Design	
8. Laboratory Organization Design	*An Instructional System Design for Vocational Education*, Chapters 2, 7
9. Student Rotation	
10. Plans for Coordinating Laboratory and Related Instruction	*Developing Vocational Instruction* *An Instructional System Design for Vocational Education*, Chapter 6

MODULE XII: Curriculum Development — Course of Study

Individualized Assignments	Resources
11. Production Plan	
12. Evaluation Plan	*Heart of Instruction*, #12

MODULE XIII: Instructional Development

Individualized Assignments	Resources
1. Assess Student Needs	*Preparing Instructional Objectives* *Performance Based Teacher Education*, B-1
2. Write Behavioral Objectives	*Performance Based Teacher Education*, B-2 Preparing Instructional Objectives Creative Home Economics Instruction, Chapter 2
3. Develop Instructional Units	*Performance Based Teacher Education*, B-3, B-4, C-10, C-11
4. Select Learning Strategies and Resources	*Heart of Instruction* #4 and 5 *Classroom Ideas to Encourage Thinking and Feeling* *Performance Based Teacher Education*, B-5 *Teaching for Changed Attitudes and Values* *Developing Human Potential: A Handbook of Activities for Personal and Social Growth* *Creative Home Economics Instruction*, Chapters 3, 4
5. Develop Individualized Instruction	

MODULE XIII: Instructional Development

Instructional Assignments	Resources
6. Evaluate Student Performance	*Performance Based Teacher Education*, D-1, D-2, D-3, D-4, D-5 *Methods of Teaching Shop and Technical Subjects*, Chapters 9, 10, 12 *Home Economics Evaluation* *Creative Home Economics Instruction*, Chapter 5 *Instructional Systems Development for Vocational and Technical Training*, Appendix *Instructors and Their Jobs*, Chapter 12

MODULE XIV: Student Organization

Individualized Assignments	Resources
1. Establish a HERO Chapter	*Performance Based Teacher Education*, H-2
2. Plan and Supervise HERO Activities	*Performance Based Teacher Education*, H-3, H-4, H-6 *State Rally Manual, Ohio Association of Future Homemakers of America*

MODULE XV: Laws and Regulations Affecting Students in Job-Training Programs

Individualized Assignments	Resources
1. Labor Laws and Regulations for Vocational Students	
2. Work Permits	

MODULE XVI: Recruitment and Selection of Students

Individualized Assignments	Resources
1. Public Relations Plan	*Promoting Vocational Education* *Performance Based Teacher Education*, G-1, G-3, G-5 *Building Effective Home-School Relationships*
2. Selecting Students for A Vocational Program	*Performance Based Teacher Education*, F-1, F-2

MODULE XVII: Administrative Records

Individualized Assignments	Resources
1. Vocational Reports	*Manual of Operation*
2. Managing a Vocational Facilities Budget	*Planning and Organizing Instruction*, Chapter 12 *Performance Based Teacher Education*, E-3
4. Student Follow-Up	*Performance Based Teacher Education*, A-10
5. Program and Instructional Evaluation	*Performance Based Teacher Education*, A-11, D-6, G-10 *Evaluating Occupational Education and Training Programs* *Teacher Self-Appraisal: A Way to Look Over Your Own Shoulder*
6. PRIDE	

EVALUATION

During the Beginning Teachers Workshop the non-degree teacher is evaluated on classroom techniques in simulated situations. A written examination is given at the conclusion of the workshop.

During the First Year In-Service Program the teacher-educator evaluates classroom performance using criteria sheets appropriate for the teaching technique they are trying to perfect. An over-all Teacher-Competency Evaluation is also used during some observations (see Appendix D). At the end of the first year a summative evaluation on teacher competencies is completed and a three way conference is held involving the non-degree teacher, the vocational director and the teacher-educator (see Appendix D).

During the Continuing Teachers Workshop the non-degree teacher begins to develop components of the Course of Study. These components are evaluated and a written examination is given at the conclusion of the workshop.

The evaluation of Course of Study components and classroom performance continues in the Second Year In-Service Program. The Course of Study must be completed before the non-degree teacher completes the program.

APPENDIX A

COURSE OF STUDY

Table of Contents

I. Introduction
   A. Nature of the course
   B. Grade level and time

II. Educational Philosophy
   A. School philosophy
   B. Program philosophy

III. Course Outline
   A. List of major instructional blocks for two year program
   B. Outline of selected instructional blocks for junior or senior program.

IV. Course Objectives
   A. Rationale
   B. List of program objectives

V. Plan of Instruction
   A. Yearly Organizational design
   B. Organization of the laboratory
      1. Chart of instructional time allotted to each job block
      2. Student rotation chart
   C. Operation of common related class
      1. Time line of common knowledge
      2. Behavioral objectives for each block of instruction
      3. Daily lesson plans for group instruction
   D. Plan for coordinating laboratory work stations with individualized related class.
      1. Performance objectives by job block
      2. Format for laboratory content and individualized related class content by job block
      3. Menu cycle to correspond with lab rotation
      4. Assignment sheets for each skill listed in each job block

VI. Evaluation
   A. Evaluation Process
   B. Evaluation Criteria

VII. Bibliography

Assignment Sheet 1

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Conduct a Task/Job Analysis of Occupation

Introduction: Job analysis is a general term covering a highly organized technique of determining exactly what a job includes. The analysis is performed by one of four methods: by interviewing a worker, by reading about a job, by performing the job yourself, or by observing a worker. When observing a worker the analysis is best if an interview can be held to determine what he must know in order to do the job.

Objectives: After completing this assignment sheet, you will be able to:

1. outline the steps of procedure in a task/job analysis.
2. Write a task/job analysis for each duty/block in your occupation.

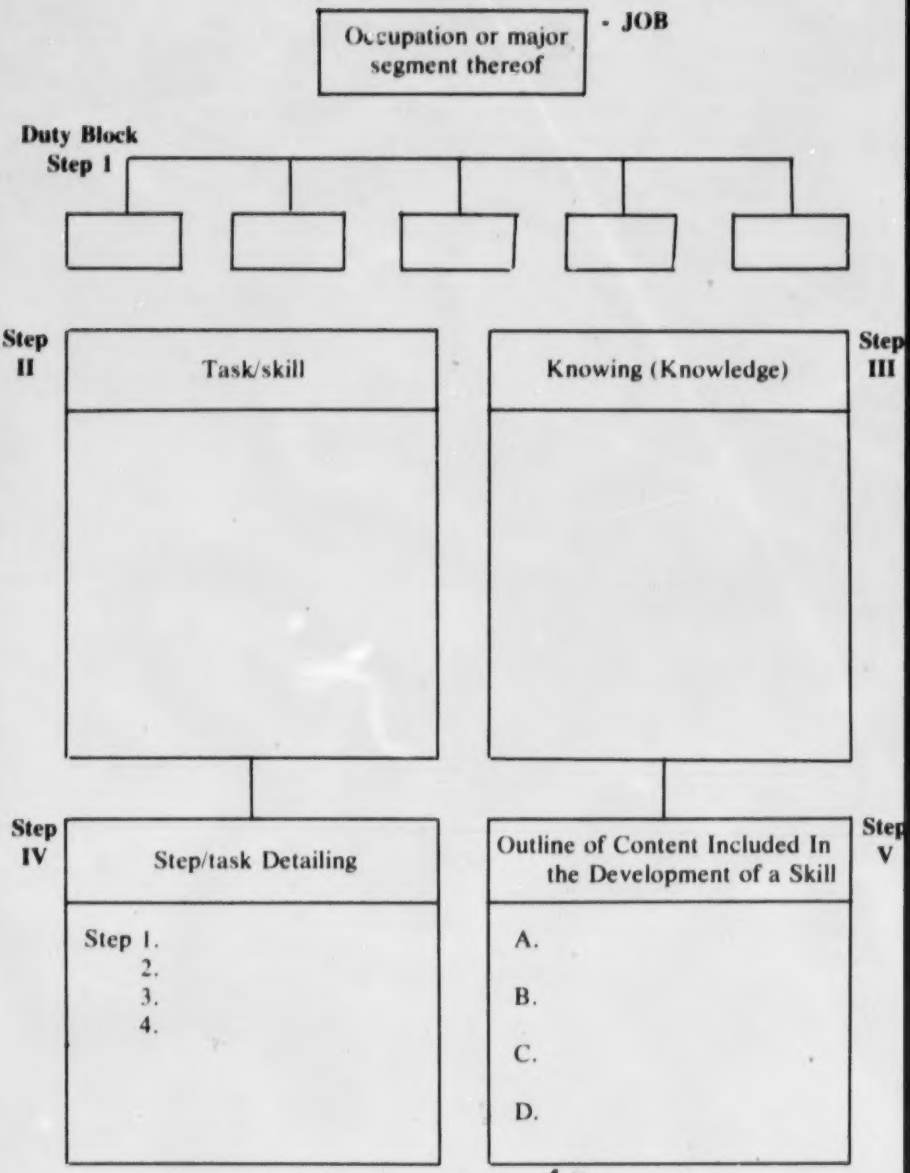
Resources: *Developing Vocational Instruction*, pp. 10-24.
Occupational Analysis, Techniques and Procedures, pp. 1-4 and pp. 112-113.

Assignment:

1. Read the resources.
2. What is a duty/block and of what value is it in analyzing an occupation.
3. Explain the meaning of jobs, operations and information topics.
4. Outline the steps in performing a task/job analysis.
5. Define task detailing.
6. Identify and list the blocks in your occupation if it is a multi-block occupation. Analyze each block in your occupation using the format supplied by the instructor.

Quest: Read: *Instructional Systems Development for Vocational and Technical Training, pp. 73-84.*

Job Analysis



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COURSE OUTLINE

A. The following duty/blocks comprise the two-year program for the Food Service Worker.

Junior Blocks:

- Cafeteria Counter Worker
- Cashier
- Maintenance and Sanitation
- Salad Maker
- Sandwich Maker
- Vegetable Cook
- Entree Cook

Senior Blocks:

- Waiters Assistant
- Waiter/Waitress
- Waiter/Cashier
- Dining Service Supervisor
- Salad and Sandwich Maker
- Head Salad
- Desert Cook
- Baker
- Second Cook
- Chef
- Storeroom Assistant
- Snack Bar Supervisor

Occupation: Food Service

Duty/Block: _____

Occupational Analysis

Doing (task/skill)	Knowing (knowledge)		
	Technical	Math	Science

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Definition of Terms

Systems Approach: Way of proceeding from identifiable needs to predictable outcomes.

need	Systems Approach	outcome
employment needs for trained personnel	Course of study components	trained student ready to be employed

Model: Representation of reality.

Occupational (Job) Analysis: Process for examining an occupation to identify the performance skills and accompanying knowledge.

Job: Denotes the occupation or position title—

JOB: Food Service Worker

Block/Duty: Large segments of work made up of related tasks—

BLOCK(DUTY): Baker

Skill/Task: Discrete unit of work performed by one person as part of the total job—

SKILL(TASK): Yeast Bread Preparation

Skill/Task Statement: Description of skill to be performed. Generally begins with an action verb and names the object acted upon—

SKILL(TASK) STATEMENT:
(Yeast Bread Preparation)
Prepare French bread
Prepare cloverleaf rolls
Prepare parker house rolls

Step: Step by step process of performing one skill statement—

Step: (Prepare French bread)
Get recipe
Assemble equipment and supplies
Measure ingredients

Course Outline: Outline of the major instructional blocks comprising a program with blocks—

1. Assigned to Junior and/or Senior programs
2. Sequenced by order of instruction and detailed
3. Assigned days/weeks/months of instruction

Course of Study: Blueprint of instruction that details—

1. Nature of the course
2. Grade levels and duration of course
3. Statements of school and course philosophy

4. Course outline
5. Course objectives
6. Plan of instruction—from yearly plan to daily lesson
   a. classroom management
   b. classroom instruction/strategies

Yearly Time Line: Composed of content common to all job stations; sequenced by order of most basic, first need, or simple to complex. Information is taught during a portion of total Related Class time through **group** instruction.

Content — Related Class: Technical knowledge accompanying the performance of skills. Information is taught during the remaining portion of Related Class time through **individualized** instruction correlated directly to the skills performed on assigned job stations in the Laboratory.

Content — Laboratory: Instruction in the actual performance of skills; includes auxiliary information essential to developing competency in completing "doing" operations.

Rotation Plan: System for rotating job stations over the length of a training program. Plan takes into consideration that job stations requiring more skill development need a longer periof of instruction than less complex ones.

Assignment Sheet 2

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Use Frequency Chart to plan sequence for course content

Introduction: A Chart, referred to as a Frequency Chart, can be used to determine those tasks common to workers in several blocks of an occupation. Once these tasks are identified they can be grouped and taught in what we refer to as base blocks. Base blocks are that part of an occupation which has instructional elements common to all blocks and which must be included in the training of a learner of any block of the occupation.

After completing this assignment sheet, you will be able to:

1. Use a frequency chart to determine base blocks for an occupational program.

Resources: *Occupational Analysis, Techniques and Procedures*, pp. 90-103.

Assignment:

1. Read the resource
2. Using a frequency chart form, chart the tasks of the occupation by blocks to determine frequency of performance. The information gathered will be used to sequence content for the course outline in Assignment #3.

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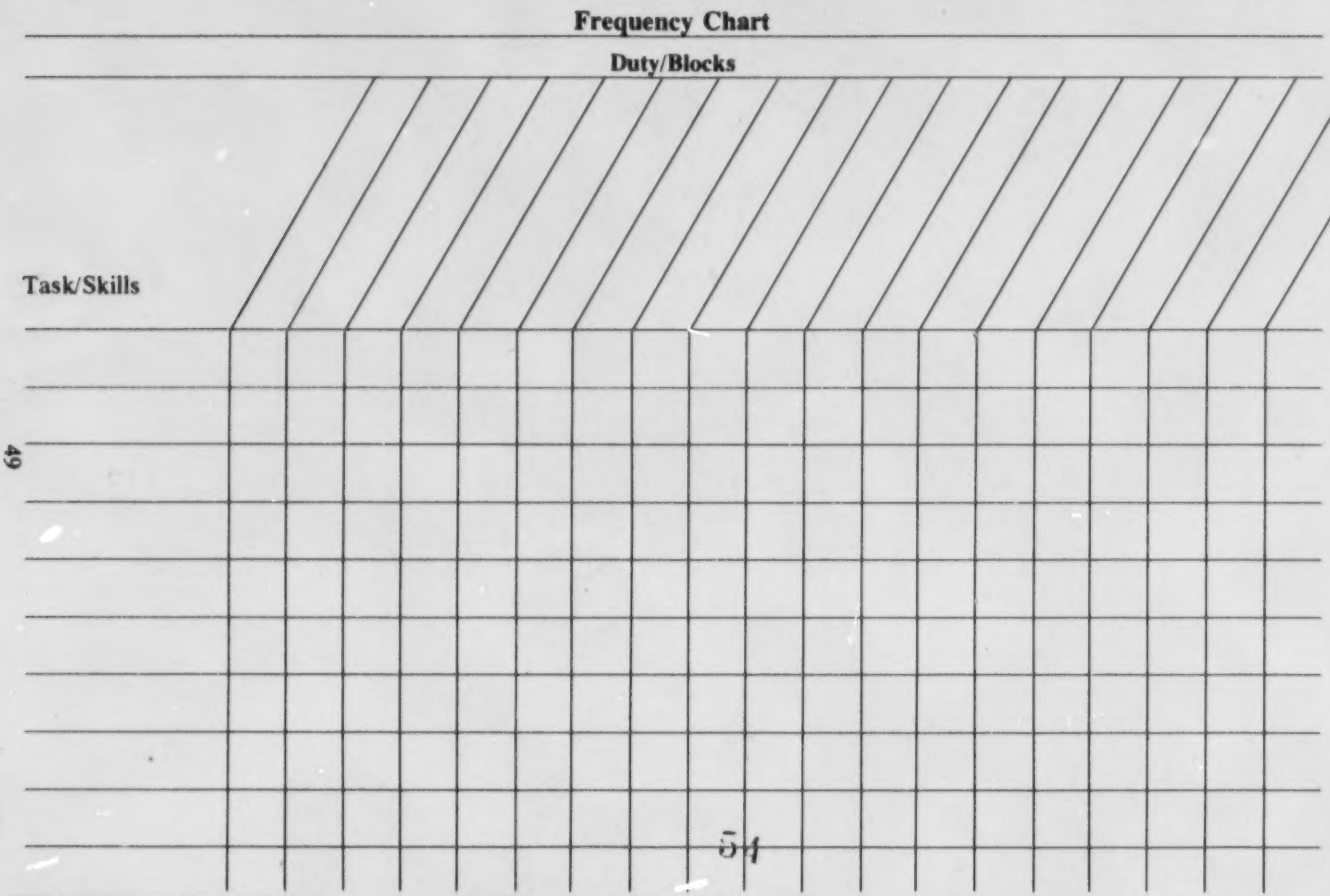
Frequency Chart
Duty/Blocks
Task/Skills

Assignment Sheet 3

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write Course Outline for Occupational Program

Introduction: A course outline is a listing of all instructional blocks for the two year program.
Instructional blocks are then selected from this list for the junior or senior program and outlined by listing the task/skills. Base blocks are listed first.

Objectives: After completing this assignment sheet, you will be able to.

1. Use a job analysis to write a course outline.
2. Write a course outline for your training program.

Resources: Information Sheet: Using Surveys and Analysis as Input to the Development of Course Outline"

Occupational Analysis, Techniques and Procedures, pp. 175-182

Assignment:

1. Read the resources
2. Using your occupational analysis, determine the blocks and the base blocks for your two year program.
3. Detail the blocks for the junior or senior year by listing the major concepts for each block.

COURSE OUTLINE

A. The following duty/blocks comprise the two-year program for the Food Service Worker.
   Baker
   Beverage and Snack Bar Worker
   Chef, Head Cook, Entree Cook
   Dessert Cook
   Food Production Supervisor
   Pantry Cook — Salad Maker
   Pantry Cook — Sandwich Maker
   Short Order Cook
   Soup and Vegetable Cook
   Storeroom Manager
   Cafeteria Counter Worker
   Cashier
   Host/Hostess
   Restaurant Manager
   Waiter/Waitress Assistant
   Waiter/Waitress
   Maintenance and Sanitation
   Menu Design
   Purchasing and Cost Accounting
   Quantity and Cost Control
   Dietary Aide

Assignment Sheet 4

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write a Timeline for Common Related Instruction

Introduction: Common Related instruction is usually taught by the group instruction method. It includes instruction in the base blocks and the guidance knowledge. In sequencing your units of instruction you will need to consider the importance of the new knowledge to the students' success in the training program. For example, a base block in sanitation would be taught early in the year because it will be necessary to know when working in all job stations.

Objectives: After completing this assignment sheet, you will be able to:

1. determine concepts to be taught as common related instruction
2. plan a time line for teaching related common knowledge by group instruction

Resources: Information Sheet: "Determining the Related Instructional Content"
Working copy of typical guidance blocks taught in related instruction

Assignment:

1. Read the resources
2. Develop your time line for group instruction by weeks listing block titles and concepts

Timeline for Group Common Related Instruction

Unit Titles and Concepts	Weeks

Assignment Sheet 5

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write Course Objectives for Training Program

Introduction: Robert F. Mager is one of the nationally well-known authors in the field of objective writing, in particular writing objectives as they related to education. The term "fuzzy" is used by Mr. mager to describe abstract goals or objectives. He says, "you must first be sure your objectives are clear and uniquivocally stated. You cannot concern yourself with the problem of selecting the most efficient route to your destination until you know what your destination is."

Objectives: After completing this assignment sheet, you will be able to:

1. define terms associated with educational goals and objectives.
2. write general objectives for your training program
3. write performance objectives for the training program to which you are assigned.

Resources: *Developing Vocational Instruction*, pp. 28-34.
Preparing Instructional Objectives
Information Sheet: "Writing Instructional Program Objectives"

Assignment:

1. Read the resources
2. Define the following terms:
   a. objectives
   b. behavioral objectives
   c. general objectives
   d. performance objectives
   e. terminal performance objectives
   f. enabling objectives
3. Write general objectives for the training program for which you are responsible.
4. Write performance objectives for each block of instruction in your common related. (to be completed with assignment sheet 15)
5. Write performance objectives for each assignment sheet in your individualized technical knowledge. (to be completed with assignment sheet 14)
6. Write performance objectives for each block of laboratory instruction (to be completed with assignment sheet 10)

Assignment Sheet 6

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write an Introduction for Course of Study

Introduction: The development of the Instructor's own course of study is one of the most important aspects of in-service education.

The term "course of study" has been defined as those educational specifications and directions related to a specific field of instruction. Caswell and Campbell define a course of study as; ". . . a guide for teachers in the selection of pupil activities, the materials to be used in connection with these activities, and the manner in which they are to be organized." Thus we see a course of study as a summation of the various instructional practices and the organization required for effective instruction.

Perhaps one of the major purposes of course of study construction is to enable the instructor to think through the course being taught and to obtain a clear picture of what he or she wants to get across to the students. A course outline or even a complete course of study in your field of teaching prepared by someone else, usually cannot serve other instructor's purposes. The course of study developed by the instructor using it has been found to be the most effective. Course of study are generally designed to fit a specific school, its physical facilities and other individual needs.

The importance of the instructor's personal course of study is that it will not be limited just to your own use. Copies of your "study" will be used by the Superintendent of Schools, the local supervisor, and the principal. It should also be made available for review by your advisory committee and representatives of the state department of education.

The introductory page of your course of study may be compared to the preface of a book. In brief, it states your objectives and prescribes the boundaries within which your course of study is to be constructed. The introductory statement should include these four conditions:

1. The nature and degree of skill which students will be expected to master.
2. The nature of the related information to be studied
3. The development of desirable attitudes.
4. The length, grade level, and entrance requirements of the course.

The introductory statements should be clear and purposeful.

Objectives:

After completing this assignment sheet, you will be able to:

1. List the elements to be included in the introduction to a course of study.
2. Write an introduction for the course of study.

Assignment:

1. Refer to resources
2. Examine the working copy of an introduction (supplied by instructor) and find all the elements. Indicate in writing the elements that are missing.
3. Write an introduction for your course of study.

I. Introduction

A. **Nature of Course**

The purpose of the junior year of the Job Training Food Service Program is to develop basic skills in quantity food preparation, serving, sanitation practices, safety regulations, and management procedures related to operating the cafeteria Type A and Ala Carte lines.

B. **Grade Level and Time**

This the first year of a two-year sequence and is open to high school students sixteen years of age or older who have selected Food Service as an occupational choice. Class meets 22.5 hours per week; 7.5 hours related instruction, 15 hours practical laboratory experience. The school is in session 181 days. Successful completion requires 80% attendance of the course. The Junior cafeteria facility operates five days per week and is open to the student body and faculty. Related and laboratory production are scheduled as follows.

Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria Production (3 hours)	Cafeteria Production (3 hours)	Cafeteria Production (3 hours)	Lab 3 hours Skill Development Demonstration Field Trips	Cafeteria Production (3 hours)
Related (90)	Related (90)	Related (90)	Related (90)	Related (90)

* Thursday represents a skill development laboratory during which the juniors do not have responsibility for the cafeteria, although the actual day chosen is optional.

Assignment Sheet 7

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Develop a Yearly Organizational Design for a Training Program

Introduction: The yearly organizational design is best presented in a diagram form. It is a picture of the managerial aspects of your instructional program.

Objectives: After completing this assignment sheet, you will be able to:

1. develop a yearly organizational design for an occupational training program.

Resources: Information Sheet: Working Copy of an Organizational Design

Assignment:

1. Refer to resources.
2. Plan the organization of your occupational program and draw a diagram to include in your course of study. You may need to include some written explanation.

Working Copy

PLAN OF INSTRUCTION

A. Design for operating the laboratory and related class for 36 weeks

1. Yearly time line

3 weeks — ORIENTATION
4.5 hours daily

LABORATORY: 3 hours RELATED CLASS: 90 minutes

33 weeks

	Common Knowledge: 45 mintues	Technical Knowledge: 45 minutes
	Group Instruction	Indiv. Inst. by station
Maintenance		
Snackbar Worker		
Salad Maker		
Short Order Cook		
Storeroom Manager		
Soup and Vegetable Cook		
Entree Cook		
Cafeteria Counter Worker		
Dessert Cook		
Baker		
Cashier		
Sandwich Maker		

1 week — CLOSING ACTIVITIES
4.5 hours daily

Assignment Sheet 8

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Develop an Instructional Time Wheel

Introduction: Because of the nature of the food service program and the limited facilities, it is necessary to have some type of a system of student rotation to be used by the class. One of the required parts of your course of study is a time chart showing how much time each student spends developing the skills in each job station.

Objectives: After completing this assignment sheet, you will be able to:

1. Develop an instructional time chart for your program.

Resources:

Information Sheet: "Blocking and Scheduling Instructional Program Units"
"Determining Instructional Program Strategies" Working Copy of Instructional Time Chart

Assignment:

1. Develop an instructional time chart for your program.

Senior Chart of Laboratory Instructional Time

The inside circle moves clockwise one block every two weeks, allowing each student a complete rotation for the 24 week laboratory cycle.

Assignment Sheet 9

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Develop a Rotation Chart

Introduction: The rotation chart insures the rotation of every student through every training station so that each has the opportunity to develop every skill specified in your instructional block task listing.

Objectives: After completing this assignment sheet, you will be able to:

1. develop a rotation chart for the number of students in your program.

Resources: Working Copy of a Rotation Chart

Assignment: 1. Develop a rotation chart for your program.

Student Rotation Chart

Class Members

1.	7.	13.	19.
2.	8.	14.	20
3	9.	15.	21.
4.	10.	16.	22.
5.	11.	17.	23.
6.	12.	18.	24.

Dates	Main-tenance	Snackbar Salad	Short Order	Storeroom Soup/Veg.	Entree	Cafetria Dessert	Baker	Cashier Sandwich
Week								
1-4	1	4	7	10	13	16	19	22
	2	5	8	11	14	17	20	23
	3	6	9	12	15	18	21	24
5-8	22	1	4	7	10	13	16	19
	23	2	5	8	11	14	17	20
	24	3	6	9	12	15	18	21
9-12	19	22	1	4	7	10	13	16
	20	23	2	5	8	11	14	17
	21	24	3	6	9	12	15	18
13-16	16	19	22	1	4	7	10	13
	17	20	23	2	5	8	11	14
	18	21	24	3	6	9	12	15
17-20	13	16	19	22	1	4	7	10
	14	17	20	23	2	5	8	11
	15	18	21	24	3	6	9	12
21-14	10	13	16	19	22	1	4	7
	11	14	17	20	23	2	5	8
	12	15	18	21	24	3	6	9
25-28	7	10	13	16	19	22	1	4
	8	11	14	17	20	23	2	5
	9	12	15	18	21	24	3	6
29-32	4	7	10	13	16	19	22	1
	5	8	11	14	17	20	23	2
	6	9	12	15	18	21	24	3

Assignment Sheet 10

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Coordinate Laboratory Stations with Individualized Instruction Knowledge taught in Related Classrooms

Introduction: This part of your course of study shows the relationship of the *skills* being taught in the *laboratory* and the *knowledge* being taught in the *classroom.*

Objectives: After completing this assignment you will be able to:

1. develop duty/block sheets showing the coordination of skill and knowledge in your training program.
2. write performance objectives for each skill in your program.

Resources: Information Sheet: "Scoping and Sequencing Instructional Content" *Developing Vocational Instruction,* p. 59-63.

Assignment:

1. Read the resources.
2. Using the format supplied by the instructor develop a block sheet for one training station in your program.
   a. List skills, technical knowledge, math knowledge, and science knowledge.
   b. List skills in the sequence that they will be developed by day and week.
   c. A menu cycle must be developed to show how each skill is developed in the laboratory. (Production cycle to be developed with assignment 11.)
   d. An assignment sheet will be written for each skill. The assignment sheet will be used in the related classroom and will be used to teach the related knowledge shown on the block sheet. (Assignment sheets to be written with assignment 14)
3. Write performance objectives for the block. You should have performance objectives for each skill in the block. The performance objectives preceed the block sheet in the course of study. (See assignment sheet 5, activity 6)

Coordination of Laboratory and Related Instruction

Block: Storeroom Assistant (see menu cycle)

Week	Equipment	Skill	Related Classroom: Technical	Related Classroom: Math	Related Classroom: Science
	Platform scale	Inspect quality and quantity of delivered items.	Comparing received goods with specifications Interpreting invoice Operation of receiving stock		Frozen food products Packer method of production
		Place received food in storage	Purpose of stock rotation & dating Safety procedures for lifting, carrying, reaching, pulling Health Regulations — refrigeration dry storage		Effect of: Heat Refrigeration Moisture Oxygen Micro-organisms Food enzymes Light Time Parasites, insects, rodents
		Check conditions of goods in storage area	Effects of temperature on quality of food Cleanliness standards in storage areas Proper storage temperatures		
		Keep perpetual inventory record of foods	Managing stock through perpetual inventory forms Controling food cost	Processes of: Addition subtraction multiplication division fractions	On: Texture Flavor & aroma Appearance Nutritive value Product breakdown Storage life
		Clean and sanitize store room area	Proper cleaning supplies & equipment Methods of cleaning & maintenance		
		Clean and sanitize walk-in refrigerator	Bacteria growth Methods of sanitizing walk-in	In: establishing unit cost	
	Automatic dish machine	Operate dish machine	Identification of dish machine parts Safety factors in operation Operation of cleaning		
	Garbage disposal	Operate garbage disposal	Operation of disposal Safety checks in operation Cleaning of disposal		

Coordination of Laboratory and Related Instruction

Block: _____ (See Menu Cycle)

Week	Equipment	Skill	Technical	Math	Science

Assignment Sheet 11

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Plan a Production Cycle

Introduction: Along with your block sheets you must develop a menu rotation. The menu rotation may be a rotation of preparation methods or product types such as roast meats, broiled meats, braise meats or fruit salad, gelatin salad, main dish salad.

Objectives: After completing this assignment sheet, you will be able to:

1. plan a menu rotation that will insure each student an opportunity to practice *each skill* listed on your block.

Resources: Working copy of a Menu Rotation

Assignment:

1. Refer to resources
2. Plan a production cycle for each block

Production Cycle

BLOCK _____

WEEKS _____

Week	MONDAY	TUESDAY	WED		
1		Roast Meat		Braise Meat	
2		Broil Meat		Stew Meat	
3		Roast Poultry		Fry Meat	
4		Bake Fish		Roast Pork	

Assignment Sheet 12

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Develop Evaluation Devices for Course of Study

Introduction: What is evaluation? Evaluation is a cooperative continuous process of making judgments, in terms of recognized objectives or standards and on the basis of appropriate recorded evidence concerning past and present experiences (eg. activities, situations, learnings, materials, processes) in order to affect the direction of future experiences.

Objectives stated as learning outcomes provide direction for the teacher and the learner and serve as referents for evaluation. They can be stated in a variety of ways and provide for cognitive, affective and psychomoter outcomes at all levels, from the simple to the complex.

Regarding behavioral objectives, we would make these observations:

1. If you don't know where you are going, it's hard to get there!
2. When learning activities, evaluation and reporting are all based on the same clearly defined objectives, the various components of educative-process are more likely to be consistent and to reinforce each other.
3. Teachers and students usually find it easier to assess progress when the objectives are clear, specific and stated in terms of expected student outcomes.

Objectives: After completing this assignment sheet, you will be able to:

1. Describe methods of evaluation for the cognitive, affective, and psychomotor domains of learning.
2. Complete the evaluation component of your course of study.

Resources: "Evaluation of Learning", Robert H. Myers

Activities:

1. Read the resources.
2. Define: Pre-assessment
   Formative Evaluation
   Summative Evaluation
   Measureable Objectives
3. List methods of evaluation in the:
   a. cognitive domain
   b. affective domain:
   c. psychomotor domain:
4. Develop a rating sheet for the affective domain learning in your program. Include a copy in your course of study.
5. Develop a performance test for one skill in your course of study. Include this sample in your course of study (see Rose, page 238).
6. List the types of test items you will use to evaluate the cognitive learning included in your individualized and group instruction (see Rose, page 223).
7. Complete a progress chart for each of the Duty/Blocks in your course of study. Include these in your course of study (see instructor for sample).

Assignment Sheet 13

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write title page, acknowledgement page, table of contents, and bibliography for the course of study

Introduction: Now that we are approaching the completion of your course of study, attention should be drawn to these factors:

1. a page of acknowledgement
2. a table of contents
3. a bibliography
4. the reproduction of your course of study

Objectives: After completing this assignment sheet, you will be able to:

1. write a title page for the course of study
2. write an acknowledgement page for the course of study
3. write a table of contents for the course of study
4. write a bibliography for your course of study

Resources: Reference Sheet: "Title Page" (working copy)
"Acknowledgement Page" (working copy)
"Bibliography" (working copy)

Assignments:

1. Refer to resources.
2. Write a title page.
3. Write an acknowledgement page. Past experiences has shown that most instructors have relied on a number of other persons for various forms of aid in the development of their course of study. Therefore, it is only logical that some mention of these facts be made in the course of study. The acknowledgement page is generally a brief statement expressing the appreciation of the writer for the assistance received in the development of the course of study construction. The acknowledgement page is usually the first page following the introduction.
4. Write a table of contents for the course of study. The table of contents should include the title of

each section of your course of study. The general arrangement of content is usually title page, table of content, introduction, acknowledgement, and then the parts as listed on the table of contents supplied to you at the beginning of the course. A bibliography is to be included as the last part.

5. Write a bibliography of the textbooks, student references, and teacher references used in your program. Indicate teacher references with an asterick (*). List references alphabetically by author's last name.
6. You will need to reproduce several copies of your course of study. The number varies for each instructor. You will need one for yourself, one for your principal or superintendent and one for your local supervisor.
7. The completed course of study is presented in a notebook which contains the pages yet permits the addition or removal of pages.

(Sample Title Page)

Senior Food Management
Course of Study

Multi-County Joint Vocational School
Many Many, Ohio

Multiple Tasks, Instructor

June, 1976

Sample Acknowledgement

Acknowledgement

I would like to express my deep appreciation to my Teacher Educator, Mrs. Naomi Blodgett, who with kind words and patience helped make this course of study possible.

Also, to Diana Clements who with all her other duties took time to type this.

Without these people my work would have been much more difficult. My thanks to them both.

Mr. Multiple Tasks

Bibliography

Definition: A alphabetized listing of the textbooks, pamphlets, and instructional materials utilized in the course.

The bibliography lists the sources used in writing or citing information.

A heading is chosen that represents the contents, such as "Course of Study Bibliography", "References Used in Course", or "Course Bibliography".

Bibliography entries give three main items of information; namely, author, title, and facts of publication.

Unless the bibliography is very short, it is usually classified. This means that the references are divided according to the type of material they represent. The subheadings for these divisions might be —

Textbooks
Booklets and Pamphlets (usually softbacked books)
Periodicals and/or articles in periodicals
Miscellaneous Printed Materials
Unpublished Materials (instructor's own instructional sheets, etc.)

Within each classification, arrange items in alphabetical order by surname (last name of author). For ease of reference, it is desirable that the author's name stand out. Prominence is given by placing the name flush with the margin and indenting succeeding lines of each entry a definite number of spaces, observing the same indention for all entries. In general, indention of from four to eight spaces is satisfactory.

The author's name is followed with the complete title of the publication. *Underlining* of the title of whole publications (books, periodicals, etc.) is common.

Facts of publication include the name of the publisher, the city and state address of the publisher.

Periods are used for punctuation in separating author, title, and facts of publication.

Spacing between lines may be either double, single, or one and one-half. If single spacing is used, there should be a double space between entries.

Example of One-Author Book or Textbook Bibliography Entry:

Houghton, Walter E., and Stange, G. Robert. *Victorian Poetry and Poetics*. Cambridge, Mass.: Harvard University Press, 1959.

Example to No-Aughor-Given Bibliography Entry:

The Lottery, London: J. Watts Publishing (1732).

Example of Article in a Magazine or Periodical Bibliography Entry:

Marshall, S.L. "The Fight at Monkey." *Harper's Magazine*, November, 1966. pp. 111-122.

[1]Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (Chicago: The University of Chicago Press, 1967), pp. 66-81.

Appendix B

Individualized Instruction

Assignment Sheet 14

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write Assignment Sheets for Individualized Study

Introduction: This part of the course of study is designed to assist in teaching the technical subject matter content presented in your course outline.

It is desirable that the classroom activity be correlated with the laboratory work whenever possible. This procedure will help the student to understand the "why" of the job as well as the "how".

In an effort to correlate the technical knowledge and the laboratory practice, invidualized instruction is recommended for the te. hnical knowledge that relates to the skills being develo ped in the laboratory training station. Individua' assignment sheet should be developed — one for each skill listed on the block sheet.

Remember, the assign ment sheet is based on a skill but its purpose is *to t ach the technical knowledge concepts* listed for the si ill on your job analysis and on your block sheets. It is *used in the related classroom* and involves *cognitive* learning.

Objectives: After completing this assignment sheet, you will be able to:

1. Recognize the format recommended by the State Department for individualized Assignment Sheets.
2. evaluate a good assignment sheet based on established criteria.
3. write assignment sheets for individualized instruction.

Resources: Information Sheet: "Assignment Sheets"
"Information Sheets"
"Job Sheets"
"Operation Sheets"

Assignments:

1. Read the resources.
2. Evaluate the attached assignment sheet using the attached criteria sheet.
3. Write an assignment sheet, information sheet, job sheet, operation sheet, for one skill from your correlation block of study. These are to be typed and duplicated for each member of the class.
4. Refer to assignment sheet 5 for instructions on writing objectives for your assignment sheets.

Information Sheet

Assignment Sheets

The assignment sheet gives the student specific directions on an assignment. It presents new related information by having the student study it from references.

It helps the learners apply information that they are learning. Problems to work or questions to answer can provide application of information.

The purpose of an assignment sheet is to get a new learner to do something. For that reason, it is important for such a sheet to motivate and convince the learner that she or he will benefit by completing the assignment.

Assignment sheets should contain the following elements:

1. Title-A short statement of what the assignment covers.
2. Introduction-A brief statement of what the assignment includes, the amount of time it should take, and what the student should learn through the assignment (purpose or objectives).
3. Directions-Telling the student exactly what to do.
4. References-As needed.

An assignment sheet should provide examples, a sample, or other guidance to help the student to succeed. For example, if there are problems to solve at least one of them should be worked through to clearly show the correct approach.

Assignment sheet may involve:

1. New concepts to be learned.
2. A series of questions to be answered.
3. An experiment to perform.
4. Some problems to work out.
5. Drawing to analyze
6. Data to study and to interpret.
7. Procedures to plan.
8. An observation or investigation to be made and data to be recorded.

PREPARATION OF OCCUPATION INSTRUCTORS. A Suggested Course Guide, U.S. Department of Health, Education and Welfare

Rose, Homer C., THE INSTRUCTOR AND HIS JOB. (Chicago: American Technical Society, 1966), pp. 1 and 145.

Assignment Sheet

DUTY/BLOCK: _____

TASK/SKILL: _____

INTRODUCTION:

OBJECTIVES:

RESOURCES/REFERENCES:

ASSIGNMENTS:

TEST:

Evaluation of Assignment Sheet

Characteristics	satisfactory	unsatisfactory
1) **Has a Title** which appropriately indicates what the assignment sheet content is.		
2) **Has an Introduction** which includes a brief statement of what the assignment includes, the amount of time it should take, and a "lead-in" to the sheet content.		
3) **Objectives are given** which specify the purpose of the assignment sheet.		
4) **Directions are provided** to guide the learner as to exactly what he or she is to do.		
5) **References are given** with specific titles and page numbers if so needed for the completion of the assignment sheet.		
6) **Activities are provided** which permit development of practice, application of content. Problem solving situations, simulation activities, idea and plan development activities stimulate the use of content as well as encourage creativity.		
7) **Activities are arranged in logical order** from simple to complex or from basic to more involved activities.		

Comments:

Information Sheet

The Information Sheet

Uses of an Information Sheet:

Information sheets are intended to supply information which is not available to the learner in any other suitable form. An Information Sheet is not a self-teaching service. It may be used as a reference for directed study.

An instructor may prepare and use an information sheet if any of the following conditions exist:

1. The information is in a text of which the teacher has only one copy.
2. The Up-to-date information is not included in the references used in the course.
3. Information in the reference does not cover the subject completely.
4. Material in a reference is too long.
5. Material in a reference is too difficult to understand.
6. Materials from several sources should be consolidated in one place.

An information sheet should contain the following elements:

1. Title-From the analysis or appropriate to the content covered.
2. Introduction—A brief description of the content and how it will be used.
3. The Body-Information the student must know, in paragraph form, used with graphic illustrations as needed.
4. Questions-A few questions should be included to cause the student to read carefully and mentally apply what he/she has read.
5. References-Since a good information sheet is usually in condensed form, references to the material in more detail are often desirable.
6. The material on the sheet should not be crowded. It should be legible print and present a neat appearance.
7. Questions and references are provided for use as a study guide.

THE PREPARATION OF OCCUPATION INSTRUCTORS. A Suggested Course Guide, U.S. Department of Health, Education and Welfare.

Rose, Homer C., THE INSTRUCTOR AND HIS JOB. (Chicago: American Technical Society, 1966), pp. 144-145.

Information Sheet

DUTY-BLOCK: _____

TITLE: _____

INTRODUCTIONS:

PRESENTATION:

Evaluation of Information Sheet

Characteristics	satisfactory	unsatisfactory
1. **Has a Title** which appropriately indicates what the information sheet content is.		
2. **Has an Introduction** which includes a brief description of the content and how it is to be used.		
3. **Content is limited** to the material indicated in the title and introduction, that which is essential to the topic.		
4. **Information is presented** in short paragraphs with only a few main points covered in each.		
5. **Paragraphs are separated** for ease of reading. Material is not crowded on the page.		
6. **Print is legible;** appearance is neat.		
7. **Well-labeled illustrations are included** to make understanding of the content easier for the reader.		
8. **Headings are inserted** frequently to separate portions of the content.		
9. **Language level is appropriate** for the reading abilities and vocabulary of those for whom the instruction sheet is intended.		
10. **Content is technically correct.**		
11. **Questions are included** to cause the reader to read carefully and to mentally apply what is being read.		
12. **Safety points are underlined** to give them special attention throughout the body of the information sheet.		

Comments:

Information Sheet

Job Sheets

There is some confusion in this term because it has frequently been used to include all types of instruction sheets. The true job sheet, however, is a list of the doing steps or procedure units required to perform a specific task.

Job sheets are frequently prepared by the instructor in the early stages of the training program. In later stages, students and trainees who have developed competence with the doing units may be required to plan their own sheets, called job plan sheets. This is essentially what they must be able to do on the job, although not necessarily in detailed written form.

A job sheet contains the following elements:

1. Title-To properly identify the job on which the sheet is based.
2. Introduction—A description of the job, what it includes, and why it is to be done.
3. Tools and materials-A list of tools and materials needed for the entire job.
4. Graphic material-Blueprints, drawings, photographs, and sketches to set standards for the completed job.
5. Procedure-A list of the operations or going units in their proper order, numbered consecutively and double spacing between operation.
6. It is not necessary to describe each procedure step in detail when operation sheets and related texts are available. Job sheets consist of several major steps, each one of which may be the subject of a single operation sheet or which might be covered in more detail in a text. A specific operation sheet may represent a single step in many seperate job sheets. Reference to the appropriate operation sheet and pages of text may be included after each operation or doing unit. For example, (3) Wash lettuce (See Operation Sheet "Washing Greens").

   Safety and key points should listed with the operation where they apply.

   Check points—May occur at any operation in the procedure. Where instructors desire to check the trainee before allowing him to proceed. Place the word CHECKPOINT in the left margin at the point in the procedure where the trainee is to be checked by the instructor before the trainee is to proceed with the next operation. There may be more than one checkpoint in the job.

PREPARATION OF OCCUPATIONAL INSTRUCTORS. A Suggested Course Guide. U.S. Department of Health, Education, and Welfare.

Rose, Homer C., THE INSTRUCTOR AND HIS JOB. (Chicago: American Technical Society, 1966), p. 149.

Job Sheet

DUTY/BLOCK: _____

_____

INTRODUCTION:

Supplies **Equipment**

_____

Procedure:

Evaluation of Job Sheet

Characteristics	satisfactory	unsatisfactory
1) **Has a title** which properly identifies the job on which the sheet is based.		
2) **Has an Introduction** which describes the job, what it includes, and why it is to be done.		
3) **List of tools, equipment, and materials is given** and is complete.		
4) **Content is limited to the job** indicated in the title and introduction.		
5) **List of steps in the job are in proper sequence** for successful completion of the job.		
6) **Well-labeled illustrations are included** to make understanding of the steps easier to follow accurately.		
7) **Content of each step in job** is for only that step rather than more than one step combined.		
8) **Check points are listed** when necessary for satisfactory completion of the job.		
9) **Operation Sheets are referred to** when appropriate to the further explanation of a particular step in the job.		
10) **Safety points are underlined** (or capitalized) to give them special attention throughout the body of the job sheet.		

Comments:

Information Sheet

Operation Sheet

An operation is one step in the process of doing a job. The operation sheet is a supplement to the instructor's demonstrations and instructions. The title of the operation sheet should match that of the corresponding procedure which may be one step of a job sheet.

An operation sheet provides step-by-step instructions for performing the procedure along with brief explanations as needed; it is usually provided with graphic or pictorial illustrations. The student using an operation sheet must perform each step before going to the next. Appropriate check points and standards should be included so that the student knows when he has performed each step properly.

In contrast with an information sheet, operation sheets require the use of tools, equipment, and materials and normally contain the following:

1. Title — To properly describe the procedure and how it is used on the job.
2. Introduction — To describe the procedure and how it is used on the job.
3. Tools and materials — A list of the tools, equipment, and materials needed to perform the operation.
4. Steps of procedure — A list of the steps of procedure with pictorial illustrations and very brief written explanations on how to perform each step, including notes on safety.
5. Check points or standard — To let the student know how well he is doing.
6. Questions — To direct the students' attention to the key points and basic theory behind the specific steps of procedure. This has important transfer of training value.
7. References — A list of sources of further information. May include other instruction sheets as well as textbook material.

PREPARATION OF OCCUPATIONAL INSTRUCTORS, A Suggested Course Guide, U.S. Department of Health, Education and Welfare.

Rose, Homer, C., THE INSTRUCTOR AND HIS JOB (Chicago: American Technical Society, 1966), pp. 140-144.

Operation Sheet

Duty/block: _____

Task/Skill: _____

Title: _____

Introduction:

Supplies **Equipment**

Procedure:

Evaluation of Operation Sheet

Characteristics	satisfactory	unsatisfactory
1) **Has a Title** which properly identifies the procedure and how it is used on the job.		
2) **Has an Introduction** which describes the importance of the procedure and how and when it is used on the job.		
3) **List of tools, equipment, and materials** is given and is complete for the procedure.		
4) **List of steps in the procedure are in proper sequence** for successfully completing the procedure.		
5) **Content of each step in procedure** is for only that step rather than more than one step combined.		
6) **Well-labeled illustrations are included** to make understanding of the description of each step easier to follow accurately.		
7) **Checkpoints are listed** when necessary.		
8) **Safety points are underlined** (or capitalized) to give them special attention throughout the body of the operation sheet.		

Comments:

Appendix C

Lesson Plan Format

Assignment Sheet 15

Name _____

Date Due _____

Duty/Block: Course of Study

Task/Skill: Write Instructional Units

Introduction: The purpose of a course of study is to show how the course is to be taught. You will be teaching the base blocks, math, and guidance units by group instruction. You have already made a time line for this related instruction. You are now ready to write the units of instruction.

Remember, a unit is part or division of a course that can be considered complete in itself and can be taught as a whole. In occupational training they are many times referred to as instructional blocks.

Objectives: After you have completed this assignment sheet, you will be able to:

1. plan and write an instructional unit.

Resources: *Developing Vocational Instruction*, pp. 62-67.

Assignments:

1. Read the resources.
2. Write a unit of instruction for one block on your related class time line. (Use format supplied by instructor.)
   a. Refer to Assignment Sheet 5 for writing behaviorial objectives.
   b. Be sure you consider the first three levels of the cognitive domain — presentation, comprehension, application — when planning learning strategies.
   c. Write 2 information lessons. Be sure learning strategies relate to behavior required in behavioral objectives.

BLOCK TITLE _____

OVERALL COMPETENCY:

CONCEPT	OBJECTIVE

Duty/Block or Unit: _____

Lesson Title: (concept or skill) _____

Lesson Number: _____

Objective:

Teaching Aids: Resources:

I. Preparation: (of the learner)

II. Presentation: (of information or skills)

Information Content or Steps of a Skill	Things to Remember to Do or Say

Summary:

III. Application: (questions, assignments, or practice under supervision)

IV. Evaluation: (check on comprehension or skill performance)

Assignment:

Appendix D

Evaluation

Vocational Home Economics
In-Service Education

Visitation Report Date _____

Teacher _____ School _____

Class Observed _____ Time _____

Teacher Competencies	Unsatisfactory	Poor	Average	Good	Excellent	No Evidence
Motivates, stimulates student interest	1	2	3	4	5	
Prepares for students in advance of class	1	2	3	4	5	
Establishes objectives for instruction	1	2	3	4	5	
Uses teaching and training aids effectively	1	2	3	4	5	
Selects materials suited to students' levels and interests	1	2	3	4	5	
Assigns appropriate jobs and learning activities	1	2	3	4	5	
Maintains acceptable standards of discipline	1	2	3	4	5	
Employs good housekeeping procedures	1	2	3	4	5	
Expresses himself/herself orally	1	2	3	4	5	
Provides for student participation	1	2	3	4	5	
Aware of individual needs	1	2	3	4	5	
Provides for individual differences and needs	1	2	3	4	5	
Utilizes opportunities for student learning	1	2	3	4	5	
Evaluates and records student achievement in legible appropriate system	1	2	3	4	5	

COMMENTS:

NB/bw
1/5/73

Vocational Home Economics

In-Service Evaluation Form

This is an evaluation form concerned with teacher competencies in the area of home economics job training. There are five areas in which to evaluate competencies: namely, I. Teaching Methods and Techniques, II. Selection and Organization of Subject Matter, III. Classroom and Laboratory Management, IV. Evaluation, and V. Professionalism and Public Relations. There is room at the end for writing general comments.

Listed within each of the five areas are competencies; each competency is rated on a graduate scale from one to five. *Circle the one number* to the right of each statement which best describes the level of teacher performance. A rating of five (5) is considered excellent; likewise, a rating of one (1) is considered unsatisfactory. If you feel you do not have sufficient information to effectively evaluate the teacher on any given competency, place a check mark (✓) in the blank column located to the right of the rating scale.

Name of Teacher
Being Evaluated _____ Date _____

School _____ City _____

Job Training Program _____

Name of Person
Conducting Evaluation _____ Title _____

I. *Teaching Methods and Techniques;* The Teacher:

	Unsatisfactory	*Poor*	*Average*	*Good*	*Excellent*
1. Organizes and conducts effective demonstrations	1	2	3	4	5
2. Stimulates and maintains student interest throughout the learning process	1	2	3	4	5
3. Expresses himself/herself orally	1	2	3	4	5
4. Expresses himself/herself in writing	1	2	3	4	5
5. Selects and uses a variety of techniques, materials and methods in teaching	1	2	3	4	5
6. Provides for individual differences in the instructional plan	1	2	3	4	5
7. Utilizes the 4-step plan of instruction in the related classroom (preparation, presentation, application, evaluation)	1	2	3	4	5

8. Utilizes an instructional plan of rotation in laboratory	1	2	3	4	5
9. Prepares and uses information sheets in teaching	1	2	3	4	5
10. Exhibits skill in leading group discussions	1	2	3	4	5
11. Uses audiovisual aids in presenting course content	1	2	3	4	5
12. Motivates students to acquire skill and knowledge	1	2	3	4	5
13. Uses questioning as an effective teaching tool	1	2	3	4	5

II. *Selection and Organization of Subject Matter;* The Teacher:

1. Applies principles of learning to the subject matter	1	2	3	4	5
2. Selects and uses instructional materials and references suited to the student's level and interest	1	2	3	4	5
3. Correlates the related information with the manipulative skills of the trade	1	2	3	4	5
4. Writes meaningful objectives in behavioral terms	1	2	3	4	5
5. Constructs lesson plans based on behavioral objectives	1	2	3	4	5
6. Analyzes the trade for teachable content	1	2	3	4	5
7. Prepares "Program of Work" based on analysis	1	2	3	4	5
8. Selects appropriate job assignments and other learning activities as vehicles of instruction	1	2	3	4	5

III. *Classroom and Laboratory Management;* The Teacher:

1. Establishes and maintains acceptable standards of discipline	1	2	3	4	5
2. Utilizes good housekeeping practices in his/her teaching	1	2	3	4	5
3. Maintains progress charts and records of individual student progress	1	2	3	4	5
4. Establishes and maintains policies relative to tools and equipment (storage, maintenance, repair)	1	2	3	4	5
5. Selects and orders special materials, supplies and equipment	1	2	3	4	5

6. Organizes and stores teaching materials, supplies, and equipment	1	2	3	4	5
7. Schedules related instruction and laboratory to comply with criteria requirements for program	1	2	3	4	5
8. Follows an established daily plan of procedure to make maximum use of time	1	2	3	4	5
9. Has a safety program in operation	1	2	3	4	5
10. Maintains and utilizes a personnel chart for personnel management	1	2	3	4	5
11. Instructs students in the care and conservation of equipment and materials	1	2	3	4	5
IV. *Evaluation;* The teacher:					
1. Constructs test items of all basic types	1	2	3	4	5
2. Establishes and follows a procedure for evaluating and recording student achievement	1	2	3	4	5
3. Uses a variety of evaluation criteria in grading students	1	2	3	4	5
4. Applies the rules for item and test construction in test development	1	2	3	4	5
5 Follows grading procedures established by the school system	1	2	3	4	5
6. Uses performance tests as one measure of student achievement in the laboratory	1	2	3	4	5
V. *Professionalism and Public Relations;* The Teacher:					
1. Cooperates with supervisors and administrative personnel	1	2	3	4	5
2. Works as a member of a professional team in planning a suitable educational program for the vocational student	1	2	3	4	5
3. Builds school and community support for the program of vocational education	1	2	3	4	5
4. Applies the principles of human relations as applied to student, faculty and persons in the community	1	2	3	4	5
5. Has shown willingness to function as a member of a school committee	1	2	3	4	5
6. Provides leadership in group activities	1	2	3	4	5
7. Works with advisory and committee groups	1	2	3	4	5
8. Holds membership in professional education and vocational organizations	1	2	3	4	5

GENERAL COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Topic Analysis for Vocational
Teacher Education

JOB TRAINING TEACHING METHODS FOR DEGREED TEACHERS

Prepared by
Virginia Joanne Tappenden
Teacher Educator
Home Economics
University of Akron

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

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Author

VIRGINIA JOANNE TAPPENDEN is Associate Professor of Home Economics and Family Ecology at the University of Akron, She has had professional experience as a high school instructor in various public school systems of Pennsylvania and Ohio. She received her B.S. from Indiana State University and her M. Ed. from Penn State University. Her professional affiliations include membership in the Ohio Home Economics Association. American Home Economics Association, Ohio Vocational Association, American Vocational Association, Ohio Association of Teachers Education, National Teacher Educators Association, Ohio Association for Supervision and Curriculum Development, Association for Educational Communications and Technology and the American Educational Sciences Association.

JOB TRAINING TEACHING METHODS FOR DEGREED TEACHERS

THE NEED

State requirement for any vocational teacher desiring to teach a job training program in the public schools.

Any person desiring to become a home economics supervisor must have had a vocational home economics job training methods course or workshop.

It is recommended that anyone seeking advancement into administration positions also be required to take a job training methods course for audit or credit, in this way insuring more effective and efficient communication between teachers, supervisors and administrators.

INTRODUCTION

It is assumed by this presenter that Vocational Home Economics Job Training Methods and Vocational Consumer Homemaking Methods are being taught concurrently.

It is further assumed that these are co-ordinated with some phase of the Occupational Employment Experience, the student teaching observations and the professional student teaching experience in the public schools.

It is expected that this arrangement will insure the employability of the students by being certifiable in both Consumer Homemaking and Multi-Area Job Training. It should also increase a broad knowledgeability of objectives, views, values and skills as related to the whole spectrum of Vocational Home Economics.

This course as designed encompasses combined observations and field experiences *with* class time requirements. The suggested experiences supplement and expand the basic course offerings.

It is up to the potential user to examine the contents and experiences in terms of duplication of coverage by other required courses.

It is suggested that the course content and offerings as presented herein be considered as *MINIMUM* requirements.

The course could easily be divided into two sections — Introductory and Organizational; and Developmental.

Course credit would be five quarter hours or four semester hours.

a. Optional credit may be given for observations and related field experiences.
b. Individual investigations or problems could be pursued in an area of student intrest or need. Credit to be determined under special problems number or offering.

SUGGESTED INSTRUCTIONAL OBJECTIVES

Each student will develop over the period of the course, an ongoing **Job Description and Task Listing for a Teacher-Coordinator.** (Continuous additions should be made to list as tasks are identified in class or observed during observations.) This will be due three weeks from the end of the grading period.

Each student will participate in groups in analyzing each task listing in **task detail.** These will be shared with entire class.

Each student will work in groups of three or four to develop a tentative **yearly program for the HERO** youth organization. Program may be developed for a specialized area or for the multi-area job training program. Program should include goals and objectives, units or topics being covered in related class concurrently, suggested activities for club period during related class plus activities for community or personal improvement suggested. An effective means of on-going evaluation should be suggested. Will be evaluated on how well it appears to fulfill goals and objectives of HERO, relevancy of ideas and projects, motivational qualities for students, creativity and effectiveness of evaluation procedures. Neatness, attractiveness and presentation will also be considered.

Each student will prepare a minimum of **five transparencies** on a topic of thier choice from the Occupational Adjustment Information list (Survival skills) presented and discussed in class. Transparencies will be presented orally using the overhead projector in two weeks from date assigned. These will be graded on clarity of picture and thought, motivational qualities of message presented, creativity of thought and the "PUNCH" ability for retention of the message. (An audio tape may accompany this presentation if desired.)

Each student will prepare a **Job Description and Task Listing** for an **occupation** in Home Economics Job Training. One item or task will be detailed in steps. This will be due one week from the night assigned. Students will follow the form utilized in class and will be graded on completeness and inclusiveness of skill steps, correctness of items and neatness of typed presentation.

Each student will make **three observations in Job Training programs.** Two of these will be a group tour of a Joint Vocational School in the area.

Each observation will be followed by a typed one page resume and evaluation of the observation. The third choice may be from any one of the following:

a. An in-school or co-op job training program in a comprehensive high school
b. A job station site in the community
c. An OWE program
d. A HERO competition
e. An adult job training program

Observations are due by mid-term. These will be graded as outstanding, satisfactory or unsatisfactory depending upon depth of consideration, analyzation and syntheses of factors present.

After deciding on area of job training to examine in more detail, each student will prepare a sample of each of the following: (Partially prepared in class with teacher instruction and assistance — remainder completed outside of class) A Job Description, Task Listing, Task Detailing, Blocking of Tasks Chart, A Suggested Time Line, Suggested Rotation Cycles, Rationale for Job, Behavioral Objectives, A Content Outline, Suggested Learning Activities, Suggested Teaching Strategies, Lesson Planning for Laboratory and Related Classes, An Individualized Learning Packet, (including Information Sheets, Assignment Sheets, Operation Sheets and Job Plan Sheet.)

After the "**Program of Work**" has been presented and explained in class, small groups will be expected to complete a state form for a ... program of work in Vocational Job Training. Students may choose Multi-Area or a Specialized area of Vocational Home Economics Job Training. This assignment will be due two weeks from the end of the grading period and will be graded on completeness of area developed. (Refer to samples)

After discussing **Vocational Job Training Philosophy** each student will submit a series of personal philosophy statements in typed format. Consideration will be given to beliefs, ideas, attitudes, values and concerns in relation to you in the job training classroom, your students as learners, the classroom and laboratory, parents, the community and employers, and colleagues and administration. They will be considered as satisfactory or incomplete in coverage and are due two weeks from end of grading period.

After a discussion and demonstration of the "**Conference Methods**" and the **Meeting Method**", each group of two students will plan and organize for a brief conference of approximately 15 minutes. This conference will be presented to the class as conferees. Critiques will be given orally to aid in improvement of following conference presentations. These will be presented one week from date of discussion.

Following the speaker's presentation on "**Technical Report Writing**", small groups will make a list of kinds and uses of technical reports in job training programs. Each group will then choose a different one to research

and develop in terms of purpose or objective, contents, audience and presentation form. These will be typed and shared with class members as samples for future use, and will be graded on criteria established by speaker in presentation.

Each student will prepare a **set of slides** and an **accompanying audio cassette tape.** Topic will be of students' personal choice. Suggested:

a. concept to accompany individualized learning packet
b. knowledge or attitude concept to be emphasized
c. a skill to be taught by steps
d. areas of employment for a specialized area
e. a concept for remedial preparation

Please follow information sheets on slide preparation and audio tape suggestions handed out in class. Class demonstrations of techniques will be included. Slides and tapes will be presented during the last class meeting and will be graded on criteria appearing on information sheets.

Each student will plan and prepare a complete **individualized study guide** as a final project. Various parts of this will be developed throughout the class such as information sheets, assignment sheets, operation sheets and job plan sheets. It will also include a breakdown from job description of an occupation into task identification, blocking, steps of task to be developed in guide and teacher check spot areas. For additional required parts as well as optional parts a information sheet will be distributed in class and examine sample learning packets on display in class. Typing should be on ditto masters for ease of producing duplicates for class distribution. One copy with all appropriate visuals and necessary materials will be turned in to professor for grading purposes. Include also a ditto copy for retention in university files. Completed copy will be returned to the student with grading checklist and comments and will be graded according to criteria discussed in class and that appearing on the information sheet. This assignment will be due and presented the last meeting of scheduled class.

At the end of the class, each student will be expected to take a **proficiency terminology exam** demonstrating their understanding of approximately 50 selected terms or phrases used in job training. Each student will have a chance to participate in an oral review conducted the week prior to the exam. It is suggested that terms be kept on front of a card and information on back for ease of review. These should be developd as the class progresses. Several minutes will be spent in reviewing or quizzes over terminology presented the preceeding week. Each student must achieve 90% accuracy as a final goal of this exam. The student may retake the exam until this percentage is attained, however, the first grade attained will be averaged in with other class grades for a course grade. This exam will count one-third of the final class grade. The preceeding exam will be entirely essay including where applicable purpose, definition, key ideas and examples. This will show an understanding as well as ability to formulate an

explanation for students, employers, parents and or supervisors and administrators.

Each graduate student will be expected to complete an additional project of his/her choice, that would be relevant to particular needs and of graduate level endeavor. An outline of this project should be submitted to the professor. The outline should include: suggested topic, rationale, outline of content or ideas, time line for discussion or check points with professor and a suggested means of on-going and final evaluation. (One may consider the use of audio tape as project develops etc.) This project will be due two weeks from the end of grading period but may be submitted earlier.

Any student desiring **extra credit** may design may design a project of his/her own choice. This should be submitted to the professor in written or typed form. Approval will be noted by signature appearing on paper.

COURSE CONTENT

I. **Vocational Education**
   1. History of development
   2. Federal legislation
   3. Philosophy
   4. Division of Vocational Education
      a. Five Service Areas
      b. Hierarchy at National, State, Local levels
      c. State personnel heading Vocational Home Economics areas

II. **Organizational Structure**
   1. K-12 Programs
      a. Consumer education
      b. Family life
      c. Career education
   2. Secondary
      a. Comprehensive high school
      b. Joint vocational school
   3. Post Secondary
      a. Technical
      b. Adult

III. **Vocational Home Economics**
   1. Legislation Affecting
   2. Current trends influencing curriculum
   3. Vocational Home Economics Programs — Secondary
      a. Consumer and Homemaking
         (1) Impact
         (2) Dual role

(3) Comprehensive
b. Job Training
(1) Child Care Service
(2) Fabric Service
(3) Food Service
(4) Home and Community Service
(5) Multi-Area
4. Post-Secondary Programs
a. Technical
(1) Child Care Aide Technician
(2) Food Service Management Technician
(3) Dietetic Aide Technician
(4) Interior Design Technician
(5) Therapeutic Recreation Technician
b. Adult
(1) Supplemental
(2) Preparatory

IV. **The Home Economics Job Training Program**
1. "Manual of Operation"
2. Procedure and criteria for establishing job training program
3. Groups to be served
a. Regular
b. Special Needs
c. Handicapped
d. The urban youth-community
e. The rural youth-community
4. Space and Equipment Requirements
5. Coordination of the program
a. class size
b. Teacher and student schedules
c. Organization of youth club — HERO
d. Reimbursement and financial planning
e. State reports
f. Student conferences — school — home
g. Training stations
h. Laboratory class organization
i. Related class organization
6. The Teacher Certifications
a. Certificates and Endorsements
(1) Temporary
(2) Provisional
(3) Permanent
b. Division of vocational certification
(1) Transcripts and review

7. The Teacher-Coordinator
   a. Roles and responsibilities
   b. Coordinator's checklist for establishing program
   c. Selection and recruitment of advisory committee
   d. Selection of employers and training stations
   e. Forms for training agreements, plans, profiles
   f. Assist with student selection
   g. Develop course of study
   h. Follow-up of students
   i. PRIDE
8. The Advisory Committee
   1. Purpose
   2. Organization
   3. Responsibilities
   4. Determining agenda
   5. Recognition
9. The Community
   1. Public relations techniques
   2. Potential resources
   3. Surveying needs — job opportunities
   4. Analysis of community for projected programs
   5. Job market for permanent placement
10. The Employer
   1. Public relations
   2. Recruitment and selection of
   3. Legal obligations
   4. Responsibilities
      a. training plans, agreements
      b. progress reports
   5. Training sponsor
   6. Recognition — certificates
11. The Student
   a. Groups served
   b. Recruitment and selection
   c. Applications and interviews
   d. Legalities, work laws, permits, agreements
   e. Competencies desired — attitudes, skills, knowledge
   f. Obligations and professionalism
   g. Self-process and evaluation methods
12. The Curriculum
   a. Course of study development — rationale — philosophy
   b. Job Analysis
      (1) Job description
      (2) Task listing
      (3) Task detailing

c. Identification of tasks
d. Blocking
e. Determination of desired objectives
f. Sequencing content-content outline
g. Selecting learning experiences
h. Determining teaching strategies
i. The lesson plan
j. The information sheet
k. The assignment sheet
l. The operation sheet
m. The job plan sheet
n. Time line
o. Rotation cycles
p. Laboratory and related sequences
q. Determining common related
r. Integration of Math, Science, Reading & Communication Skills
s. Progress charts
t. Evaluation devices
u. Resources

13. The Vocational Youth Club
    a. HERO, VICA, DECA, FFA, BOE
    b. Organization and Purpose
    c. Enrollment
    d. Development of program of work
        (1) projects
        (2) activities
    e. Integrated in related class

14. The Related Class
    a. Purpose
    b. Organization of time — rotation
    c. Technical information
    d. Information sheets and assignment sheets
    e. Occupational adjustment information—survival skills
    f. Learning centers
    g. Individual related
    h. Common related
    i. HERO

15. The Laboratory
    a. Purpose
    b. Organization
    c. Rotation Cycles
    d. Identification of learning centers — Job stations
    e. Operation and Job Plan sheets utilized

16. The Learner
    a. Individualizing Instruction
        (1) Diagnosis — Mapping procedures (Cognitive)
        (2) Prescriptive techniques
    b. Remedial needs
    c. Individual conferences and guidance
    d. Certifications — Diplomas
    e. State Board exams
17. The Teaching Strategies
    a. Learning centers-Related class and Lab
    b. Individualized learning packets
    c. Individualized media and materials
    d. Group activities
    e. Individual activities
    f. Student-centered,
        (1) research
        (2) production
        (3) presentation
18. The Job Station
    a. Community
    b. School
    c. Laboratory
19. The Equipment and Facilities
    a. State Requirements
    b. Plan of activity
    c. Selection of equipment
    d. Purchase of equipment
        (1) requisitions
        (2) purchase orders
20. The Financial Aspects
    a. Organization
    b. Budgetary
    c. Forms and reports
    d. Petty-Cash
    e. Self-Supporting programs
    f. Purchase orders, requisitions, invoices
    g. Reimbursements
    h. Student Club — HERO
21. The State Requirements
    a. Program of work — date
    b. V E 21-date
    c. V E 26-date
    d. Travel forms — records
    e. Conference receipts
    f. Youth club program of work

g. Advisory committee plans

22. The Conference and The Meeting
    a. Planning and organizing the conference
    b. Planning and organizing the meeting
    c. Purpose of each
    d. Conducting a conference-techniques
    e. Conducting a meeting-techniques
23. The Technical Report
    a. Definition
    b. Designing the report — audience
    c. Types of reports
        (1) Proposals
        (2) Descriptions
        (3) Feasibility studies
        (4) Evaluations
    d. Other writing
        (1) Letters of inquiry, request, application
        (2) Personal data resumes
    e. Methods of investigation
    f. Sources of information
    g. Writing and presentation
24. The Evaluation
    a. Types
        (1) PRIDE
        (2) Employer
        (3) Advisory committee
        (4) Student
    b. Purpose, organization and procedures
25. The Professional Responsibilities
    a. Local, State and National Up-date Meetings
    b. Professional organizations
        (1) AHEA, OHEA
        (2) AVA; OVA
    c. Professional publications
    d. Credit and non-credit workshops and courses
    e. Renewal and upgrading of certificates
    f. Personal participation obligations
26. The Problems
    a. Time
    b. Money
    c. Resources
    d. Content
27. The Trends
    a. Job training enrollments
    b. Job training placements and follo-ups

c. Job market — foreseeable trends
(1) New programs
(2) Highest need priority
(a) National
(b) State
(c) Local

28. Sex Equity
a. Legislation
b. Recruitment
c. Placement
d. Curriculum Materials

29. Mainstreaming
a. Legislation
b. Implementation Strategies
c. Problems

30. Achievement Testing
a. Child Care
b. Others In Development Process

31. Research Findings
a. Location
b. Implications
c. Utilization In Teaching

SUGGESTED INSTRUCTIONAL STRATEGIES

Transparencies presented on major cognitive concepts throughout Job Training Methods classes.

Slides presented to show various Joint Vocational School facilities for all existing programs. Emphasis on Home economics areas stressed for analysis and comparisons.

Field trips arranged to two J.V.S's (one open concept and one closed concept), also to comprehensive high school containing job training facilities for home economics.

Additional observations of adult programs, job stations in the community, HERO competitions etc. at student discretion or availability.

Simulation of laboratory and related classroom problems and possible procedures.

Personal interviews with persons in an occupational position that the student wishes to use as a foundation for development of a specialized learning packet to teach a certain skill or concept. (One basis for task identification)

Procedure for production of slides presented.

Procedure for development of story board, writing script and preparation of audio tape demonstrated. (Could utilize an educational resource center)

Cognitive Mapping Testing procedures participated in by class members. Following study of own personal map as a basis, determining one strengths and prescriptive measures. (Relationship to students in their prospective classes examined.)

Speaker on "Uses of the Technical Report and Procedures for development of Technical Reports". Followed by team teaching in small groups with applicable technical reports utilized in job training areas.

Previous sets of student slides and tapes available for class use to help motivate with additional methods and techniques used by former students. (May be viewed by students on own time or portion of class time to point out unique techniques.)

Small groups utilized for development of public relations letters to advisory committee members, setting up meeting agendas, public relations for selling program to community and prospective students, recognition events, development of a HERO yearly program and filling out a Program of Work.

Individualized learning utilized with development of job descriptions, task listings, task detailings, blocking tasks, rotation cycles, time lines, content outlines, objectives, learning activities, teaching strategies, lesson planning for laboratory and related classes, individualized learning packets (including information, assignment, operation and job plan sheets), and occupational adjustment information prepared on transparencies.

Additional medial and materials demonstrated in class-handmade filmstrips, development of individualized learning or study boards, other special uses of the overhead projector and tapes and transparencies that students can make.

SUGGESTED EVALUATION STRATEGIES

Formative

Short terminology quizzes weekly

Individual discussion

Individual presentations-transparencies

Small group projects and presentations

- Program of work
- Public relations
- Technical reports
- Conference and meetings

Accumulated research and materials for final projects

Summative

Individualized Learning Packet presented copies to each class member

Set of slides accompanied by an audio tape presented.

ESSAY proficiency exam — 45 to 60 job training terms.

Suggested Weighting

⅓ Formative products

⅓ Learning Packet, Slides & Tape

⅓ Essay exam

SUGGESTED CONCURRENT EXPERIENCE

Occupational Employment Experience

It is strongly suggested that students be engaged in the **Occupational Employment experience** concurrently with job training methods or have completed a major portion of the experience.

It is suggested that the experiences include a minimum of six (6) to eight (8) areas of home economics related occupations.

It is suggested that these may also be accomplished by means other than paid employment experiences. (Many students hold full or part-time jobs in order to put themselves through college, it is not possible to give these up to take on another one less monetarily acceptable.) Students should be able to volunteer on a course hour basis to spend the amount of hours desired till familiar with as many job stations as possible during their hours of required work. They should be able to observe, interview, help and assist where it is possible to do so. Daily logs may be kept and employers may varify experiences. (students find these experiences rewqrding and employers are extremely helpful.) This would insure a more widely varied background to bring to their job training teaching than a continuous one time experience in one or two areas. (Please refer to the course outline in the appendix.)

It is suggested that all students have this course regardless of previous hours of work experience.

It is suggested that all job training students preparing for job training teaching have these above listed experiences. It is also recommended that supervisors and administrators have work experience as a basic understanding of the concepts and problems.

APPENDIX A

OCCUPATIONAL EMPLOYMENT EXPERIENCE

Directions:

Please read and re-read the following information **carefully**. This course is one in which you will manage and be responsible for all aspects and requirements on your own time.

Reason for Course:

To meet state requirements for a temporary or provisional Home Economics Job Training certificate or endorsement in Food Service, Fabric Service, Child Care Service, Health & Community or Multi-Area.

Required Time:

Two Hundred and Forty (240) Hours.

When:

Students will need to allow time each week, just as if they were taking a regular course, this helps with time committment for employers knowing what to expect. This may vary per semester depending on an individuals load. Evenings, weekends and summers are suggested for some areas.

Where:

Your choice of employment sites. This may be arranged in the Akron area, Canton area or Cleveland area. Many students will be able to use various sites in their own home town, through contacts with personal and or family and friends. (See sheets for suggested kinds of employment sites for each of the job training options.)

Division of Time:

The 240 hours may be divided in a minimum of **6** different job sites. The hours may be arranged for as many in each as students feel the need to be able to carry out the skills in that area, and teach them to students. This may be 10 in one, 42 in another, 86 in another, etc. It is preferred that the students gain as many experiences for this 240 hours as possible, they will be working with twenty students in twenty different sites. The more exposure, the easier it will be to train students in these areas because of this occupational employment experience. (Otherwise, secondary students out on these jobs may know more than their teacher!)

Students may choose experiences from all four of the job training options, or may wish to have all of the experiences in a speciality area. Those working toward multi-area certificates will find, it best to have a variety. (20 students divided into 3 or 4 of the job tr. areas.)

Procedure for Receiving Credit:

1. This is a credit, no credit course. (NO GRADE)
2. If a student does not complete the course for the semester notify Mrs. Tappenden of this fact. An IP or in progress will be awarded till the work is completed. Students should NOT sign up for the course until the semester they expect to complete the 240 required hours of experience.
3. Get started early, Freshman or Sophomore year if possible.
4. Contact and fill out folder and forms for Mrs. Tappenden.
   Office 215A Schrank Hall
   Home Economics Department
   Office Phone 375-7719
   May contact at home if you wish — 467-3430
4. When arriving for first meeting, have the following all completed:
   A list of all previous employment.
   A resume sheet including name, phone, address, campus and home.
   For each employer that you have worked for, write a brief job description of your position and list all responsible duties.
   Include total hours as nearly as you can figure or use old pay stubs to count hours. The state must have this in hours for each position and then total hours for all work experience.
5. Initiate conference with Mrs. Tappenden to consider the work experience and to help plan a program for the 240 hours.
6. Students will be responsible for contacting any past employers and gaining a verification of work experience on company letterhead stationery. Your name _____ worked for me from _____ to _____ and her/his work was satisfactory. Have these sent to Mrs. Tappenden, and be sure to arrange with her to put them into your proper folder.
7. A Seminar will be held several times during the semester. This will be scheduled at times convenient with most students' schedules. Students will be expected to find out the times for these seminars and to be in attendance to get information for correlating the experiences in a job training center.
8. When registering for the course use: 5400:301 082-086 under Mrs. Tappenden's name. Students who sign for the wrong section, will be under the business education area and will have to immediately complete a DROP-ADD form.

Procedure for Verifying and Completing Records for Portfolio:

1. Work experience record to date, filled out completely, examined by Mrs. Tappenden, initialed and placed in folder.
2. Verification letters of previous experience placed in folder, as they are received.
3. Letters from employers where students are presently carrying out work experiences. Have these letters written or signed before leaving the business for the last time. Place in folder.
4. Keep a daily log of experiences and activities on each job site, including hours spent, experiences that will aid a future teacher etc. If daily experiences are repetitive, keep log by the week.
5. Write a brief job description and a listing of the duties of this job under the description. Do this for each job station. (EXAMPLE — Food Service a restaurant, may have waiter, waitress, cashier, hostess, bus boy, salad girl, dessert girl, assistant cook, pastry chef etc.)
6. Two weeks before the end of the quarter in which credit is to be received, check to see that your folder is complete.
7. Students will look over their experiences and complete a summary paper expressing how these experiences will help them to be a better job training teacher in the laboratory and in the related classroom. This is to be no more than three pages in length.
8. When all parts are complete, Place a note on the front of the folder — stating — OCCUPATIONAL EMPLOYMENT EXPERIENCES — PLEASE REVIEW FOR CREDIT. Included should be your social security number and present phone where you could be reached. Include quarter that you signed for the course. (especially important if you have an IP).
9. Place note and folder in Mrs. Tappenden's mailbox.
10. Check just prior to EXAM week or the very first of the exam week to see if everything is completed. If not, you will be made aware of any deficiency.

Fabric Service

YARD GOODS STORE

FABRIC SECTION OF DEPARTMENT STORE

INTERIOR DECORATION SHOP

FABRIC OR TEXTILE PRODUCTION INDUSTRY

Toweling — Akron
Silk screening — Akron
Clothing — Canton — Dalton
Clothing — Bobby Brooks — Cleveland
Clothing — Willoughby — Dalton, James Kenrob
Knits — Lofties — Cleveland

COMMERCIAL SEWING MACHINES

Performing Arts Hall — Campus
Industrial
Course offered at Medina J.V.S.
Akron Univ. course offered at Medina J.V.S.
Drapery custom makers
Alterationists & Tailors — Commercial

SEAMSTRESS, ALTERATIONIST — Dept. Stores
Private Clothing Shops

TAILOR

DRAPERY CONSTRUCTION COMPANY

O'Neils Drapery Room for Construction
Commercial establishments — private

UPHOLSTERY & SLIP COVERS — Interior Dec. Shops

CHAIR CANEING

FURNITURE FINISHING — REFINISHING

LAUNDRIES — COMMERCIAL

ATTENDANTS FOR QUICK STOP LAUNDRIES AND DRY CLEANING (Do it yourself kinds)

DRY CLEANERS

FURRIERS & FUR STORAGE

Child Care Centers

DAY CARE CENTERS Private-public

NURSERY SCHOOLS

INFANT CENTERS

KINDERGARTEN

DAY CARE in hospitals
industries
bowling alleys
churches
schools
shopping centers
etc.

CHILDRENS' HOMES

FOUNDLING HOMES

INFANT STIMULATION CENTERS

HANDICAPPED CHILDREN

AKRON CITY DAY CARE CENTERS IN URBAN SETTLEMENTS

TEACHER AIDES

MONTESSORI

Food Service

HOSPITALS

HOTELS

MOTELS

SENIOR CITIZENS BUILDINGS

UNIVERSITY FOOD SERVICE

INDUSTRIAL FOOD SERVICE

SHORT ORDER — FAST FOOD

FOOD CHAINS

PRIVATE RESTAURANT ESTABLISHMENTS

SCHOOLS

CAFETERIAS

CATERING SERVICES

TAKE OUT SERVICE

BAKERIES — multi purpose

INDUSTRIAL BAKERY — Brownberry Ovens etc.

FOOD PRODUCTION BUSINESS

FOOD TESTING ASSISTANTS

CONFECTIONARY

DAIRY

SUMMER CAMP FOOD SERVICE

RESORTS

AIRLINES

ON BOARD SHIP — Ferry service or cruise ships

Health and Community

HOTELS — cleaning, foods, recreation

MOTELS — cleaning, foods, recreation

HOMEMAKER AIDES — in private homes assisting

NURSE AIDES — in hospitals
senior citizens homes
childrens' homes
handicapped homemakers
private homes

DIETETIC AIDES — in hospitals
senior citizen's homes
childrens' homes

GERIATRIC AIDE AND GERIATRIC RECREATION—
Senior citizens' homes

HOME HEALTH AIDES — private homes

SOCIAL WORKER AIDE — help with social work usually on assisting and information basis

CLEANING SERVICES CENTERS

PRIVATE LODGING QUARTERS

APPENDIX B

PREPARATION OF TRANSPARENCIES—INFORMATION SHEET

Definition: Transparencies are produced or clear or colored **acetate sheets.** These may be purchased at the bookstore, office supply stores and the ERC (Educational Resource Center) located on 3rd floor in the Education building. You will receive help and student instruction as you work with these at the center. You may wish to do some kinds at home, (discussed below). Check your transparencies on the **overhead projector** to be sure they are the quality you desire for class use. Samples of the various kinds will be shown in class by the professor before you produce your samples.

Handmade:

May be made by teachers or your classroom students for various presentations and class activities.

Use permanent or non permanent felt tip transparency pens. (El Marko are good—Vis-a-Vi are fair).

Use color or plain acetate sheets. X-ray film, clear or color term paper acetate covers.

Draw freehand, or trace desired items, cartoons, letters

Coloring books have excellent items to trace, add your own message with transfer letters, adhesive letters, trace stencil or freehand.

Thermofax:

Use thermofax copier at ERC

Must use heat sensitive acetate film for this

See samples of clear and color usage at center (difference in cost).

Will make copies of most carbon based drawings, charts etc. Some will make copies of color pictures now. University does not have one of these yet for color. (Newspaper Ads)

You may take pictures of pencil drawings you have made or trace, may copy cutouts from coloring books mounted on 8½x11 sheets. (Your own compositions combined)

Can add transfer or adhesive letters after picture is copied.

Color may be added by colored markers or color adhesive film.

Color adhesive film is available in ERC or Reubles near the University.

Diazo:

Will be domonstrated in ERC-

May try these on your own with student assistance in ERC.

Colorlift:

Use with clay based pictures.
Wet finger rub over color pictured — if gray comes off, it is clay based and will lift.
Attach clear adhesive sheets to pictures to be lifted.
May lift a picture on both sides of a sheet if careful at same time.
Following instructions posted in ERC. place in heat press to be sure it is tight to picture, no air bubbles—remove and place in warm water till picture lifts off paper and adhesive to acetate.
Clean carefully with sponges excess glue and paper off back of color-lift.
Let dry and try on overhead to see clarity of picture. If very dull, still retains too much glue and paper on back.
May do at home using iron between brown paper instead of heat press.

Cautions:

All lettering should be of size that can be seen in a classroom only.
Typewriter is too small, unless an elementary typewriter is used.
Small writing and printing is distracting to your thermal or color-lift. Remove this always, or close it off with frame.
Transparencies may be framed with commercial or handmade frames.
They file easier in manilla folders if framed with paper or lightweight cardboard or not at all.
Overlays become increasingly darker with each addition of acetate layer. (More functional if seperate pieces than attached to frames) — See demonstrated.
Color adds interest and attention getting qualities even to otherwise DULL but necessary information.
Small color pieces will do the trick sometimes.
Cartoons added or small figures here and there to present or say necessary information adds to lesson being presented.

Suggestions:

Transparent covers on front of greeting cards make nice transparencies — can be used for many topics as an approach to the lesson.
Hide and disclosure pockets, folds, etc. are good to use in presenting transparences
Try movable parts, keep small parts in envelopes to go with larger transparency. Attach with paper clip when filing.
Let your students make transparencies for thier presentations to the class. They love to present things this way and they are very artistic.
Transparencies may be used on overhead to tell class what to do as they come in a classroom — as a motivational approach to a

lesson, to teach the concepts during a lesson, as a summary of a lesson, for a quiz or evaluation. or with the next assignment or reminder for next lesson. (Don't forget most of us are more visually oriented and remember longer what we see than what we hear.)

Graded on:

Content covered
Motivational or add interest qualities
Originality and creativity
Kinds of t's tried and success of each in production quality
Clarity of message
Presentation to class

APPENDIX C

PREPARATION OF SLIDES—INFORMATION SHEET

Definition:

A set of slides may be used with script or accompanying tape. It may be used by individual students, small groups, presented to the whole class as an introduction, or in common related and individual related learning activity. Slide and tape sets may even extend the learning into the home by providing copies that may be checked out and used by students and their families.

Examples:

Consumer Homemaking

Slide set to show steps in a process (threading a machine)
Careers in each area of home economics studied
Suggested home projects — IEE's in selected units
FHA involvement for orientation of new students
Short sets of slides for those concepts or processes to be repeated.

Job Training:

Job stations where students are placed in the community
In depth visits to some of these individually. (A dry cleaning establishment).
Job stations in your own department, operation of, duties, rotation procedures, etc. (Used in common related).
Study of a particular station, its responsibilities, safety (Example, music activities, science table, snack prep.)
Occupational Adjustment Survival skills — (interviewing for a job — do's and don'ts — oral communication — non-verbal communication — telephone etiquette — greeting customers, etc.)

Production:

Photograph — May photograph all objects, procedures, people, processes, places etc. Don't forget, close ups add interest and clarity for better understanding. (Watch reflective surfaces, metals, anything white or light colored may reflect so that photograph is very hazy.) Best to have someone photograph that knows their camera, use of finish appropriate setting etc. You decide and set up what is to be photographed to make it easier for them and then accept all of their suggestions for alteration to fit camera, film, etc.

Copiers — are available at the ERC (will be demonstrated). With these you may take pictures of pictures from magazines, graphs, charts, close ups of steps or procedures, drawings you have made, certificates etc. You supply the film and flash cubes or just film as needed.

Handmade: You may purchase heat resistant film and make your own drawings on the pieces that are the size of the slide insert. You may do this with colored permanent pens. Another way is to mount small pictures from magazines the size of inset (black and white) — run a thermal copy, cut apart and mount in individual slide frames that can be purchased for handmade slides. (See samples in class). Color may be added to these thermal slides with permanent marker colors. You could draw your small pictures with pencil — make a thermal copy, then color and mount.

Suggestions:

A variety of combinations are interesting in a set of slides. When slides are selected, it is then easier to manipulate a script. Some prefer to identify script first, take pictures to match and arrange.

(Entirely up to you.)

Slide sets should follow this suggested sequence:

Blank slides
Focus slide
Title slide
Then content of slides
Summary of points is important
Credits slide
Produced by
The End slide
Blank Cardboard slide

Allow **plenty of time** for development of film.

Don't believe what they tell you about **fast service!**

You need these in time to prepare your tape from your script, with proper time allotted for each slide to be viewed. (Can be done without slides, but you must carefully judge time for viewing slide and changing slide.

Discuss with professor ideas you have for your slide set, so suggestions can be made that will be helpful, and time saving.

Observe carefully slide sets shown in class.

Observe carefully items used to make various slides in these sets.

Graded On:

Photography: Copy
Original

Handmade: Copy
Original

Layout: Lettering
Technique
Other visuals

Introduction
Arrangement
Originality
Closing
Achievement of Purpose

APPENDIX D

PREPARATION OF AUDIO TAPE—INFORMATION SHEET

Definition: A tape may be produced to accompany a set of slides, or to be used by itself. A tape may be synked with a set of slides or manually operated to change when designated sound is made. A tape may employ music only, voice only, combination of both, multiple voices, etc.

Materials:

Cassette tape — length desired
Cricket (for change of slides)
Stereo for music background if desired
Mike for recording
Tape recorder
Script
A comfortable chair
Persons to talk on script
Person to adjust music background

Suggestions:

Take phone off hook when recording
Put dogs and cats outside
Plan for a time when less likely to have friends stop by.
A mike will pick up all extraneous sounds, heaters, furnace, refrigerators, electric appliances, etc.
Place mike in front of you at a distance away on a table. (Don't talk too close).
Shield mike with pillows around or place inside bottom of chair placed on table with blanket over chair to shield from surrounding noises.
Talk slowly but with emphasis, enthusiasm, inflection in voice. (Most voices sound monotone unless definite effort is made to emphasize above).
Asking a question or questions is good.
Use of various person taking parts or roles is good. (Use of students is great — They sound great on tape).
Use a cricket or appropriate device to announce change of slide time. (Watch and experiment to see not too loud or overpowering — this is distracting).
Music should be unobtrusive — may wish to fade in and fade out — may wish continous music — watch not too loud and overpower voice.
Music should be on other side of room. Be sure to test how it sounds.

If using radio stations, be sure to start right after a commercial when you know it will be 30 minutes or whatever before next commercial

A male voice usually sounds quite good on a tape and sometimes carries more emphasis where needed.

Allow several hours for taping — it is not easy and takes much more time than you think. Do it when you are wide awake and not tired. (Voice will sound better too.)

If you know anyone who does acting have them read your script.

Don't try to do tape alone

Tape for several minutes as a test and play back for you and others to hear for suggestions as to how it sounds.

**May wish to bring your own tape recorder — tapes have different sounds and sometimes slip on different recorders. We will use the large Wollensak tape recorder. You may use this if you wish. It really projects to the whole room.

Start with a good tape — you are putting time, money and a lot of effort into this project. It will be used many times.

Note:

Slides and tape will be presented the last night of class, during exam week. Slides, tape and learning packet will be turned in at the same class meeting.

Script:

Script must show drawing of each slide. Beside each slide place the appropriate message. Number each slide according to number on script. ***Place number carefully on slides so that the numbers are all on the **right side of** the slide and on the *top* of the slide. Slide projectors will be provided.

Procedure For Handing Projects In For Grading:

Place tape, slides, script and packet in holder, arranged for ease of display and attractiveness.

If learning packet is separate — do not put with slides, tape and script.

It should be packaged in a motivational and attractive way to stimulate student interest.

See examples shown in class for ideas — Then create your own in a similar way.

Graded On:

Script content and arrangement
Packaging
Audio: Music
Voice
Overall level

APPENDIX E

JOB TRAINING TERMINOLOGY ESSAY EXAM

Define and discuss characteristics, requirements, objectives, examples and any pertinent information you feel essential in the explanation of the following terms.

1. Steps in setting up a training program
2. C. O. T.
3. Teacher Co-ordinator
4. I.L.P.
5. Dual Role
6. Comprehensive Consumer Homemaking
7. Vocational Education
8. Technical Education
9. "World of Work"
10. Related Experience
11. Training Agreement
12. Job Analysis
13. H.E.R.O.
14. Training Plan
15. Extended Employment
16. Entry Level
17. Training Profile
18. PRIDE
19. State Reports — Records to keep
20. Reimbursable components
21. Selection of Students
22. Systems Approach
23. Vocational Education Acts
24. Major Divisions of Vocational Job Training
25. Course Outline

26. Course of Study
27. Duty Block
28. In-School
29. Block Base
30. Technical Information
31. O.W.A.
32. Step
33. CO-OP
34. Certifications for Job Tr. requirements and procedures review and name
35. V.E.P.D.
36. Program of Work
37. Advisory committees
38. Impact
39. Job Report
40. Time Line

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Topic Analysis for Vocational
Teacher Education

VOCATIONAL HOME ECONOMICS
CONSUMER HOMEMAKING METHODS

Prepared by
Shirley B. Slater
With Assistance From
June Varner
and
Linda Fife

School of Home Economics
Ohio University

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

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Author

DR. SHIRLEY SLATER is presently Director of the School of Home Economics at Ohio University. She is a former high school teacher and also has had teaching experience at the Athens Mental Health Center. She received her B.S. and M.S. degrees in Home Economics from Ohio University. She received her Ph. D. degree from The Ohio State University in 1974 with a major in home economics education and minor areas of concentration in curriculum, communication and media. As a vocational teacher educator, she has supervised student teachers, taught home economics job training, consumer homemaking methods, research, and courses in creative thinking. She also has conducted workshops and in-service programs in various aspects of curriculum development.

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VOCATIONAL HOME ECONOMICS:
CONSUMER HOMEMAKING METHODS

RATIONALE FOR CONSUMER HOMEMAKING MEHTODS

The major purpose of the consumer homemaking methods courses and related experiences is to provide opportunities for the student to develop the personal and professional competencies necessary for teaching Vocational Consumer Homemaking in Ohio. The knowledge, skills and attitudes developed as a result of participating in methods courses and experiences also provides a base for those persons who go into supervisory and administrative positions in vocational home economics.

The consumer homemaking methods course is a vital component of the program for the preparation of consumer homemaking teachers because:

— vocational home economics is a very comprehensive, unique program area that must be studied in depth by potential vocational home economics teachers.

— consumer homemaking programs must be studied in relation to the total vocational education area and in relation to all other aspects of vocational home economics.

— students need the opportunity to apply general teacher education information to the specific, specialized area of consumer homemaking.

— students need the opportunity to work directly with professional persons who have had experience in the area of vocational home economics.

— keeping up to date with what is happening in the ever changing, rapidly developing program area of vocational home economics requires access to the key resources available through the vocational teacher education area.

— current educational trusts such as teacher education redesign and the back to basics movement must be analyzed and implemented in relation to the specialized program area.

— key legislation must be studied in relation to consumer homemaking planning and program development.

Due to the broad scope of the material which is to be included in the vocational consumer homemaking program it is suggested that consideration be given to having more than one methods class. Some universities have two methods classes or a methods class plus seminars or practicums. The move toward increased field based and clinical experiences also offers opportunities for a variety of educational experiences and related seminars.

INSTRUCTIONAL OBJECTIVES FOR CONSUMER HOMEMAKING METHODS COURSES AND RELATED EXPERIENCES

A. Explain the total Vocational Home Economics program in Ohio based on the current Manual of Operation and related readings, including at least ten key program components, in a comprehensive and interesting manner.

B. Identify the role and responsibilities of vocational home economics teacher based on at least three current references, stating at least 5 vocational responsibilities and describing at least 5 non-teaching duties.

C. Plan instructional experiences for vocational home economics programs including a block (calendar) plan; including a unit plan with all components listed on a handout sheet; stating behavioral objectives according to Mager, Duncan, Popham, or other cited sources; presenting subject matter content in a detailed, in-depth form; identifying a variety of learning strategies for students; and using a neat, well organized format.

D. Develop, use and evaluate media, methods and materials for home economics instruction, based on a criteria developed from related readings.

E. Analyze home economics curriculum materials for sex stereotyping and bias using a criteria developed from recent literature related to sex equity.

F. Analyze the characteristics, needs and interests of students who enroll in vocational home economics programs, including a description of the students in vocational home economics programs, 5 major concerns of students today and suggestions for teaching 10 different types of students.

G. Plan strategies for meeting individual differences in home economics programs citing 10 ways to assess student needs, listing 10 methods and techniques for meeting individual needs, identifying two major concerns related to individualizing instruction, defending your beliefs with references from leaders in the field.

H. Communicate effectively with individuals and groups by demonstrating writing skills, oral skills, application of the communication process, and knowledge of non-verbal communication.

I. Use human relations skills to be a productive member of a team or group demonstrating the ability to work cooperatively, demonstrating the ability to work with different types and ages of people and accepting the responsibility of being a group member.

J. Develop creative and critical thinking ability in relation to teaching home economics, based on the problem solving process and demonstrating decision making skills suitable for a given situation.

K. Design a plan for professional development including 10 characteristics of professional behavior, self assessment related to a teaching experience and including goals for the future.

L. Formulate professional beliefs based on a philosophy of home economics and education in the context of contemporary society.

M. Evaluate the total educative process and use evaluation as an integral part of the teaching/learning process.

N. Demonstrate a political awareness of public affairs activities and legislation relating to home economics.

O. Design a public relations plan to increase the visibility of home economics.

SUGGESTED TOPICAL OUTLINE FOR CONSUMER HOMEMAKING METHODS COURSES AND RELATED EXPERIENCES

A. **Overview of Vocational Education**
   1. History and Philosophy of Vocational Education
   2. Federal Legislation
   3. Characteristics of Vocational Education
   4. Service Areas i Vocational Education
   5. Principles of Planning in Vocational Education
   6. Program Evaluation of Vocational Education
   7. Administration of Vocational Education
   8. Supervision of Vocational Education

B. **Vocational Home Economics Programs in Ohio**
   1. Organizational Structure
      1. K-12 Programs
         a. Consumer Education
         b. Family Life
         c. Career Education
      2. Secondary
         a. Comprehensive High School
         b. Joint Vocational School

3. Post Secondary
   a. Technical
   b. Adult

2. Vocational Home Economics
   1. Legislation
   2. Current trends influencing curriculum
   3. Secondary Vocational Home Economics Programs
      a. Consumer and Homemaking
         (1) Impact
         (2) Dual Role
         (2) Comprehensive
      b. Job Training
         (1) Child Care Service
         (2) Fabric Service
         (3) Food Service
         (4) Home and Community Service
         (5) Multi-Area
   4. Post-Secondary Programs
      a. Technical
         (1) Child Development Technology
         (2) Food Service Technology
      b. Adult
         (1) Supplemental
         (2) Preparatory

3. Vocational Youth Organizations
   a. *FHA/HERO*, VICA, DECA, BOE, FFA
   b. Organization and Purpose
   c. Enrollment
   d. Development of Program of Work
      (1) projects
      (2) activities
   e. Integrated in Related Class

4. Extended Service
   a. Home Visitation
   b. Individualized Extended Experiences (I.E.E.)
   c. FHA/HERO
   d. Records and Reports

5. Supervision
   a. State Department Personnel
   b. Local Area Supervisors
   c. Consumer Coordinators
   d. Adult Regional Consultants

6. Resources
   a. Manual of Operation
   b. Curriculum Guides

c. Space and Equipment Guides
d. Other Publications

7. Requirements
   a. Certification for Teachers
   b. Program Units
   c. Equipment and Facilities
   d. Enrollment Requirements
   e. Schedule and Time
8. Records and Reports
   a. Departmental
   b. Follow Up
   c. Vocational Forms
9. PRIDE
   a. Definition and Purpose
   b. Process and Procedure
10. Teacher Role and Responsibilities
    a. Vocational Responsibilities
    b. Non-Vocational Responsibilities
    c. Non-Teaching Duties
    d. Relationship of School and Community
    e. Classroom Management
11. Departmental Management
    a. Department Care
    b. Financial Records
    c. Ordering Supplies
    d. Organization Techniques
12. Advisory Committees
    a. Selection
    b. Purpose
    c. Procedures
13. Sex Equity
    a. Legislation
    b. Recruitment
    c. Enrollment
    d. Curriculum Materials
14. Achievement Testing
    a. Purpose
    b. Progress
15. Mainstreaming
    a. Legislation
    b. Implementation
16. Special Projects
    a. Focus on selected topics to be emphasized in consumer homemaking curriculum
    b. Current Areas of Emphasis

17. Displaced Homemaker Program
    a. Legislation
    b. Program Goals

C. **Planning Instruction for Consumer Homemaking**
1. Program of Work for Year
    a. Format
    b. Purpose
2. Block Plans
    a. Formats
    b. Purpose
3. Unit Plans
    a. Formats
    b. Components
4. Lesson Plans
    a. Formats
    b. Components
5. Instructional Objectives
    a. Affective
    b. Cognitive
    c. Psychomotor
6. Integrating FHA/HERO
    a. Rationale
    b. Procedure
7. Resources for Planning
    a. Curriculum Guides
    b. Text Books
    c. People
    d. Community
    e. Other Publications
8. Program Models
    a. Competency Based Education (CBE)
    b. Individually Guided Education (IGE)
    c. Diagnostic/Prescriptive
    d. Instructional Systems Design (ISD)
    e. Course of Study
9. Research as a Base for Instruction
    a. Identifying Relevant Research
    b. Evaluating Research Findings
    c. Using Research Findings When Planning Instruction
10. Teaching the Basic Skills
    a. Reading
    b. Writing
    c. Computing
    d. Communication

D. **Media, Methods and Materials for Consumer Homemaking**

1. Overview of Media, Methods and Materials
   a. Definition and Philosophy
   b. Teaching Style and Learning Style
   c. Dale's Cone of Experiences
   d. Environment for Learning
2. Criteria for Selection and Use
   a. Based on Objectives and Goals
   b. Utilize Learning Principles
   c. Involves Students
   d. Suitable for Situation
   e. Provides for Individual Differences
   f. Can be Used With Confidence
   g. Can be Adapted for Disadvantaged and Handicapped Student
3. Motivation
   a. Principles
   b. Theories
   c. Strategies
4. Media
   a. Audio
   b. Visual
   c. Multi Media
   d. T-V
   e. Video
   f. Films
   g. Film Strips
   h. Slides
   i. Overhead Projection
   j. Opaque Projection
5. Methods
   a. Demonstration
   b. Lecture
   c. Discussion
   d. Questioning
   e. Simulations and Gaming
   f. Role Play and Skits
   g. Group Instruction
   h. Laboratory
   i. Field Trips
   j. Reading
   k. Interviews
   l. Panels and Debates
   m. Case Study
   n. Supervised Study

o. Resource Persons as Speakers

6. Materials
   a. Teaching File and Teaching Kits
   b. Visual Aids
   c. Commercial Materials
   d. Teacher/Student Made Materials
   e. Community Resources
   f. Realia
   g. Text Books and Reference Books
   h. Newspapers and Magazines
   i. Cartoons and Comics
7. Individualizing Instruction
   a. Learning Centers
   b. Self Instructional Materials
   c. I.E.E.'s
   d. FHA/HERO
   e. Independent Study
   f. Computer Technology
   g. Techniques for Disadvantaged and Handicapped Student
8. Group Processes
   a. Theories
   b. Principles
   c. Methods and Techniques

E. **Understanding Students**
   1. Characteristics of Students
      a. Age
      b. Sex
      c. Background
      d. Needs and Interests
   2. Students with Special Needs
   3. Gifted and Talented Students
   4. Handicapped Students
   5. Student Bahavior
   6. Discipline
   7. Self Concept Development
   8. Geographical Influences
      a. Urban
      b. Suburban
      c. Rural
      d. Inner City

F. **Planning to Meet Individual Needs of Students**
   1. Assessing Learning Styles
   2. Evaluating Student Needs and Interests
   3. Resources for Students With Special Needs

4. Mainstreaming
5. Behavior Management
6. Individualizing Instruction
7. Reading in the Content Area
8. Classroom Environment

G. **Evaluation**
1. Relationship of Evaluation to Objectives
2. Formative Evaluation
3. Summative Evaluation
4. Models of Evaluation
5. Resources for Evaluation
6. Program Evaluation
7. Student Evaluation
8. Teacher Evaluation
9. Teaching/Learning Process Evaluation
10. Performance Evaluation
11. Evaluation of Facilities
12. Evaluation of Instructional Materials
13. Self Evaluation
14. Instrumentation
15. Data Analysis
16. Record Keeping
17. Grading
18. Establishing Criteria

H. **Personal/Professional Development**
1. Communication Skills
   a. Verbal
   b. Non-Verbal
   c. Written
   d. Group
   e. Communication Models
   f. Classroom Activities
2. Human Relations Skills
   a. Theories
   b. Methods
   c. Experiences
   d. Classroom Activities
3. Creative and Critical Thinking Skills
   a. Creative Problem Solving
   b. The Decision Making Process
   c. Theories
   d. Classroom Activities
4. Professional Behavior
   a. Characteristics

b. Assessment
c. Self Concept

5. Professional Development
   a. Goals and Plans
   b. Resumes
   c. Self Evaluation
6. Political Awareness
   a. Public Affairs Issues
   b. Legislation Related to Home Economics
   c. Processes and Procedures
   d. Responsibilities
7. Professional Philosophy
   a. Literature Review
   b. Development of Philosophy
8. Professional Organization
   a. AVA-OVA
   b. AHEA-OHEA
   c. Unions
   d. Local Organizations
9. Professional Role and Responsibility
   a. Teaching
   b. Non-Teaching
10. Professional Assertiveness
    a. Rationale
    b. Techniques
11. Total Fitness
    a. Physical
    b. Mental
    c. Emotional
    d. Social
12. Coping Skills
    a. Methods
    b. Resources
13. Stress Management
    a. Definitions
    b. Procedures

SUGGESTED INSTRUCTIONAL STRATEGIES FOR CONSUMER HOMEMAKING METHODS AND RELATED EXPERIENCES

— Present a creative 15 minute oral report to the class concerning one aspect of the vocational home economics program.
— Write a paper in which vocational home economics is analyzed.
— Prepare a chart or poster which graphically explains vocational home economics.

— Develop transparencies, visuals or some form of media which explains vocational home economics.
— Develop on objective test and test key to measure knowledge about vocational home economics programs in Ohio.
— Design a pamphlet which would explain vocational home economics to persons not in home economics education.
— Write a reaction paper which includes personal feelings and beliefs about the teaching role.
— Design a handout about vocational home economics teaching role and responsibilities.
— Write a reaction paper after visiting various educational programs.
— Write a summary of interviews with teachers and other professionals in the field.
— Develop a learning packet about teacher role.
— Record in a daily journal or log personal reactions about the teaching role.
— Write a brief description of the role of professionals who are employed in education related positions.
— Serve as an assistant and/or aide to teachers in a classroom setting.
— Present a statement of philosophy about home economics education to a group of people.
— Design an advertisement for a professional home economist that demonstrates knowledge about the role of the vocational home economics teacher.
— Prepare a chart, poster or diagram of home economics today and tomorrow using color and shape to represent home economics.
— Write a declaration of independence for home economics education.
— Develop a written plan for a specific topic in a 3-4 week unit of instruction.
— Prepare a card file of readings related to selected topics.
— Develop a learning packet or module to go with a unit of instruction
— Review the curriculum guide and cite 10 uses for the Ohio Guide.
— Plan specific evaluation strategies for a unit of instruction.
— Participate in media familiarization activities and present a mini teaching demonstration on video tape.
— Prepare a teaching file which is neat, will organized, contains quality materials and has some classification or coding system for refiling.
— Develop a bulletin board file box with at least 30 ideas.
— Design audio-visual materials for selected units of instruction.
— Prepare a "teaching idea" file.
— Write a reaction paper based on readings related to methodology.
— Evaluate materials and media based on a defensible criteria.
— Participate in a class discussion while playing the role of a student in a high school home economics class.
— Write a case study based on a real classroom situation.

— Analyze selected case studies.
— List 10 things, other than instruction, that a teacher may be required to do.
— Present to the class a report describing the managerial tasks required of a home economics teacher.
— Prepare an annotated bibliography of 10 readings you would suggest to persons interested in understanding the students today.
— Participate in a class role play related to meeting individual needs.
— Write a research paper on a topic related to the psychology of learning.
— Prepare a journal of notes from "following" a student through a period of time.
— Develop a teaching notebook of methods and techniques for individualizing instruction.
— Complete a self evaluation of personal communication skills.
— Give an individual presentation to some group.
— Write an article for a magazine or newspaper.
— Work with one or more persons on a project which is evaluated as successful.
— Complete a LAP on professional growth and development.
— Implement a system for keeping materials to develop a resume.
— Participate in self evaluation and self assessment techniques.
— Demonstrate the relationship of non verbal communication to teaching and learning.
— Give a demonstration to a group of students.
— Prepare a handout that utilizes writing skills to effectively communicate with a group of people.
— Analyze listening skills in relation to the teaching/learning process.
— Prepare a listening tape for classroom use.
— Prepare a self assessment of human relation skills.
— Compile a self profile based on evaluations by others.
— Collect a file of materials for the development of human relation skills.
— Apply critical and/or creative thinking skills to solving selected problems.
— Write a reaction paper on critical and creative thinking.
— Develop an annotative bibliography related to critical and creative thinking.
— Develop teaching materials which reflect critical and creative thinking.
— Write a retirement speech to be given by someone else about you.
— Design a personal/professional time line of your life.
— Utilize the Congressional Record in researching current legislation related to home economics.
— Determine voting records of legislators in relation to home economics issues.
— Write letters to legislators responding to and/or expressing an opinion about home economics issues.

— Testify at public hearings.
— Bring issues of concern to the attention of those in public office.
— Utilize available resources to keep current in relation to legislation.
— Read and evaluate grants and proposals that relate to home economics issues.
— Take a legislator to lunch.
— Ask a public official to present his philosophy about the family and legislation related to home economics.
— Develop educational games and simulations related to public affairs.
— Develop a political awareness survey and summarize the results.
— Develop and administer a questionnaire, summarize the results and send copies to legislators and those individuals influencing public policy.
— Brainstorm possible solutions to an educational problem or a community concern.
— Use puppets to role play classroom situations.
— Design an advertising compaign to sell home economics to all types of students.
— Produce a radio or television program that provides home economics related information to the public.
— Write a feature story about home economics for the campus newspaper.
— Present a home economics related program to a youth organization.
— Participate in a classroom where students with special needs are mainstreamed.
— Bring yourself in a sack to class and share your professional interests and goals.
— Analyze samples of written evaluations using a defendable criteria.
— Develop samples of non-test types of evaluation devices.
— Participate in a discussion on evaluation and its role in the teaching/learning process.
— Compile a file of evaluation materials and resources.
— Develop 5 evaluation devices including test and non test instruments and evaluation device for a laboratory situation.
— Visit with school staff members such as administrators, guidance counselors, school nurses, cooks, and janitors to find out about their jobs and their perception of the teacher's job.
— Work individually with a student who has a special need.
— Work individually with a gifted or talented student.
— Modify a lab situation to help a handicapped student.
— Participate in field based or clinical experiences.
— Conduct a survey related to sex equity.
— Design a recruitment program for home economics that overcomes sex stereotyping.
— Identify one's own sex biases.
— Conduct on the street interviews related to sex equity.

— Collect resource materials related to sex equity.
— Analyze advertisements and TV programs for sex stereotyping and sex bias.
— Create a new vocabulary that would eliminate sex stereotyping.
— Keep a frequency count log of sex stereotyping events.
— Analyze university level materials for sex bias.
— Determine the factors that influence participation by males in the FHA/HERO organization.
— Collect articles that describe women in administrative and directorship positions.
— Design an exhibit to recruit men for home economics classes.

EVALUATION STRATEGIES FOR CONSUMER HOMEMAKING METHODS AND RELATED EXPERIENCES

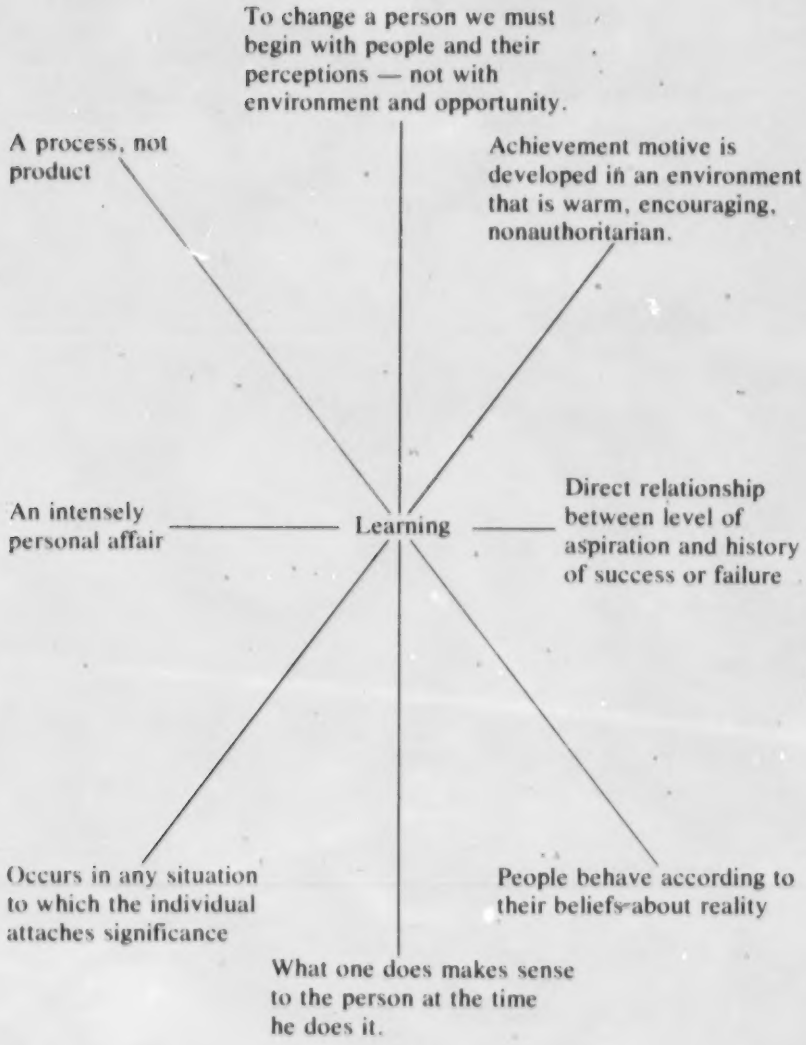
A. **Formative Evaluation Strategies**
1. Pretest Based on Objectives
2. Midterm
3. Mastery Test
4. Performance Test
5. Self-Evaluation
6. Feel Wheel
7. IR — Itemized Response Technique
8. Journal or Log
9. Professional Development Profile Sheet
10. Rating Scales
11. Continuums
12. Checksheets
13. Progress Charts
14. Evaluation by Cooperating Professional
15. Evaluation by Students
16. Project Evaluation
17. Evaluation by Peers
18. Video and Audio Tapes
19. Individual Presentations
20. Small Group Presentations

B. **Summative Evaluation Strategies**
1. Posttest Based on Objectives
2. Final Exam
3. Mastery Test
4. Performance Test
5. Self-evaluation
6. Contracts
7. Evaluation by Cooperating Professional
8. Project Evaluation

APPENDIX A

"HOW PEOPLE LEARN"

A Spectrum of Ideas


To change a person we must begin with people and their perceptions — not with environment and opportunity.
A process, not product
Achievement motive is developed in an environment that is warm, encouraging, nonauthoritarian.
An intensely personal affair
Learning
Direct relationship between level of aspiration and history of success or failure
Occurs in any situation to which the individual attaches significance
People behave according to their beliefs about reality
What one does makes sense to the person at the time he does it.

(from: *Where the Truth Comes Out* by Robert L. Shannon, 1971, page 33.)

APPENDIX B

HILGARD'S PRINCIPLES OF LEARNING

1. In deciding who should learn what, the capacities of the learner are very important.
2. A motivated learner acquires what he learns more readily than one who is not motivated.
3. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.
4. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results aid learning.
5. Tolerance for failure is best taught through providing a backlog of success that compensates for experienced failure.
6. The personal history of the individual — for example, reaction to authority — may hamper or enhance one's ability to learn from a given teacher.
7. Learning under the control of reward is usually preferable to learning under the control of punishment.
8. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain to failure.
9. Realistic goal setting leads to more satisfactory improvement than unrealistic goal-setting.
10. Active participation is preferable to passive reception when learning
11. There is no substitute for repetitive practice in the over-learning of skills.
12. Spaced or distributed recalls are advantageous in fixing material that is to be long retained.
13. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks. Meaningful materials and tasks are learned more readily than nonsense materials and tasks not understood by the learner.

APPENDIX C

THE LAWS OF LEARNING

By Harry R. Moon
P. J. Instructor
December, 1972

In order to be more effective teachers, we need to gain a better understanding of the learning process by studying the laws of learning. We must keep in mind, though, that memorizing these laws as pat statements will do us little good. The laws of learning only become helpful to us as we make the principles, embodied in those laws a part of our daily teaching plan. Let's look at the four basic laws of learning:

1. **The Law of Effect** — When a response to a situation is accompanied by or followed by a satisfying feeling, the response tends to be repeated. However, when a response to a situation is accompanied by an unsatisfying feeling, the response tends to be eliminated. (If we would encourage students to learn, we must provide them with as many satisfying learning situations as possible.)
2. **The Law of Exercise (or The Law of Use and Disuse)** — When a connection between a situation and a response is not used over a period of time, it is weakened. (This law indicates the value of review and the value of goal-oriented practice.)
3. **The Law of Readiness** — Once we have identified an attractive goal, to move toward that goal is satisfying not to do so is annoying. (Here we realize the importance of preparing the student to learn. The student must have a "felt need" — goal identification — to learn before he will learn creatively and effectively.)
4. **The Law of Belonging** — When we are able to understand the relationships between the parts and the total, both the speed of learning and the permanence of learning are increased greatly. (As new facts fit into the context of what the student has already learned, he feels "at home" with the material and the learning is made easier.)

After considering the four basic laws of learning, we must ask ourselves what determines the learnability of materials, Here are some factors determining learnability:

1. Frequency — The more often our students encounter a given body of material, the more likely they are to remember it. (When we teach a new technique, we must provide students with a number of problems reinforcing that technique.)
2. Duration — The longer our students are exposed to new material, the better they will learn. (The slower students can learn and learn well if they are exposed to new material over longer periods of time. In addition we must remember that slow students must have more time to learn, so we cannot give them as much new material in each class session.)

APPENDIX D

PLANNING A UNIT OF INSTRUCTION

1. Select a *topic* . . .
   not too broad or general
   be specific — identify major concept.
2. Present the *rationale* . . .
   brief reason why unit is important.
3. Give an *overview* . . .
   time, class size, type of student, period in the day, length of class.
4. Research the *topic* . . .
   resource persons, teachers, library, curriculum guides, text books, journals, magazine, media centers, commercial materials, county extension agents.
5. State the *objectives* . . .
   in behavioral terms, at various levels of learning (Bloom's Taxonomy), in affective, skill and knowledge (ASK) domains.
6. Outline *subject matter content* . . .
   "What will be studied?, outline in depth, give details.
7. List the *learning strategies* . . .
   "how" will the content be studied?, include a variety of methods, techniques and materials, how to motivate and stimulate students?, how to introduce units?, how to meet individual differences?, how long are attention spans?, how to change activity?, what can be used to fill in unexpected time slots?
8. Explain *evaluation* . . .
   how will learning be evaluated?, list methods and plan for evaluation.
9. Identify *resources* . . .
   teacher resources, student resources, books, materials, A-V materials, handouts, learning packages.
10. List *materials* . . .
    tools, equipment needed for unit.
11. May prepare a *block plan* . . .
    to show a calender for unit.

APPENDIX E

READY TO WRITE A LESSON PLAN?

1. Find a form or format which works for you.
2. Put information at the top of the paper including your name, the class, the date, time, etc.
3. Check your unit plan for the basic information you planned in detail.
4. Write out the main topic and the behavioral objectives for the lesson.
5. You may want to use an interest approach or introduction. You have to get attention and then motivate the students. (You could use a demonstration, a real object, a simulation game, a case study, a picture, a puzzle, scrambled words, a cartoon, Dear Abby, news article, a poster, flip chart, what would you do if? what's wrong with this?, pretests, etc.)
6. Outline the content of the lesson. Include questions to be discussed, quiz questions, handouts, etc.
7. Plan the time schedule for the lesson.
8. Leave space for an evaluation of the lesson by you and by the teacher.
9. List materials and resources needed for the lesson. (equipment, materials, etc.)
10. Include any other information helpful to you.

APPENDIX F

A LEARNING MODULE . . . (CBI OR CBE)

. . . . . is a self-contained unit of instruction made up of

1. a title or topic or area of study
2. prerequisites and rationale
3. overall competency
4. objectives in behavioral terms
5. pre-assessment or pretest
6. instructional activities
7. post-assessment
8. quest activities (optional)
9. remedial activities

APPENDIX G

TEACHING METHODS AND TECHNIQUES

1. Advertisements
2. Bulletin boards
3. Books and booklets
4. Brainstorming and Buzz groups
5. Behavior objectives
6. Clubs
7. Citizen participation
8. Case study
9. Chalk boards
10. Cartoons
11. Collages
12. Cardboard figures
13. Current events
14. Colored chalk
15. Construction paper
16. Cut-outs
17. Card games with pictures on them
18. Crafts
19. Dial-an-answer
20. Displays
21. Demonstrations
22. Discussions
23. Dry mounts
24. Debates
25. Discoveries
26. Dear Abby
27. Diaries
28. Exhibits
29. Experiments
30. Electric charts
31. Educational T.V.
32. Flat pictures
33. Flash cards
34. Film loops
35. Flannel boards
36. Field trips
37. Free materials from businesses
38. "find the word games"
39. Flip charts
40. Flow charts
41. Fashion shows
42. Food boxes or cans
43. Film making
44. Films
45. Games
46. Graphs
47. Guest speakers
48. Globes
49. Individual learning centers
50. Inquiry methods (use of)
51. Independent study
52. Items on try
53. Interview approach
54. Library
55. Learning packets
56. Lectures
57. L.A.P.'s
58. Lesson drills
59. Movies
60. Mobiles
61. Magazines
62. Mimeographed outlines of the lecture
63. Mounting techniques
64. Movies
65. Maps/graphs/charts
66. Models
67. Microfilm
68. Mini-courses
69. Magnetic charts
70. Mock-ups
71. Newspaper
72. Opaque projectors
73. Objects
74. Overlay charts
75. Observation
76. Posters

77. Picture file
78. Plays
79. Puppet shows
80. Pamphlets
81. Pull Charts
82. Pop-up cards
83. Photographs
84. Personal experiences
85. Panel discussions
86. Puzzles
87. Picking things out of a sack
88. Parties
89. Pre-tests
90. Progress charts
91. P.A. systems
92. Question and answer
93. Questionnaires
94. Question box
95. Records
96. Radio
97. Role playing
98. Recorded speeches
99. Reports
100. Races
101. Real Materials
102. Relia
103. Reviewing
104. Slides
105. Skits
106. Students doing teaching as groups or as individuals
107. Small group work simulations
108. Stencils
109. Specimen
110. Show and tell
111. Songs
112. Surveys
113. Staged plays
114. Suggestion box
115. Study guides
116. Transparencies
117. Tape recorder
118. Teach listening skills
119. T.V.
120. 3-D materials
121. Tack boards
123. Telephone
124. T.V. commercials
125. Una-Packs
126. Volunteer work
127. Video tapes
128. Value clarifications
129. Weekend trips
130. What would you do if
131. Word scramble
132. Word association.

APPENDIX H

GUIDELINES FOR COMPETENCY-BASED MODULE DEVELOPMENT

The format of modules will vary depending on the nature of the course and the preference of the instructor. However, most modules will include the following components:

1. Title page — a page which includes title of module, name of instructor/developer, field testing information and ate.
2. Table of contents — a list of components and page numbers.
3. Rationale — a brief statement or paragraph identifying the purpose of the module.
4. Overview — an explanation about the module and how it can be used.
5. Prerequisites — a listing if any are necessary.
6. Preassessment — the tests or other types of preassessment.
7. Competencies or Objectives — statements written in specific terms so the participant will know what behavior is expected and how learning will be measured.

   Sometimes the format will include broad competencies and then specific objectives or broad objectives and specific enabling objectives.

   The competency or objective can include the criteria for measurement as a part of the statement or the criterion measure may follow the statement.

   Objectives and/or competencies may include various levels of learning (i.e., Bloom's Taxonomy) and the three domains (cognitive, psychomotor and affective). The levels and the domains can be identified by the verbs used in the statements. A coding system might be used by the instructor/developer to focus on the levels and the domains.
8. Learning Strategies — activities which may also be called learning alternatives or learning resources. These activities include the methods used by the participant to obtain the desired objective or competency. This section may contain both required and optional assignments. Participants may have some choice in readings, lectures, field trips, group discussions, presentations, projects, seminars, media presentations, etc.

   Learning strategies or activities should be written in precise form so that participants will know exactly what to do. The learning activities should relate to the competencies and objectives stated in the module.
9. Assessment — statements of how the compentencies and/or objectives will be evaluated and measured. This may be a part of the

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competency statement and the statement of objectives, or, the criterion behavior (assessment, evaluation, etc.) may be listed separately. Assessment should be directly related to the competencies and/or objectives. Participants should know how they will be evaluated and the degree of competence expected. This may be a percentage on a test, a number of projects, a score on an assignment, a time limit for an activity, etc.

10. Post-Assessment — the final evaluation of competence for the module.
11. Remediation — a provision for recycling or reviewing if participant does not meet competence level.
12. Enrichment — quest or extra activities may be included for participants who wich to go beyond minimum competence level in order to become more proficient in the competency area.
13. Resources — a listing of resources for the module, if these are not already included in a section. Resources include books, articles, audio tapes, video tapes, speakers, films, etc.
14. Appendix — the supplementary materials relating to the module such as readings, work sheets, study guides, case studies, assignment sheets, self-assessment materials, answer sheets, inventory sheets, etc.

    Note: Some persons prefer a modular format which is vertical and in an outline style while other developers utilize a horizontal or block format where the components are shown side by side. Each page or unit may be self-contained with objectives, activities and assessment together so the user does not have to flip pages. However, some modules are in a progressive format which is a style similar to programmed material which the user goes through from front to back. The style and format should be comfortable for the writer and the user. Some modules have space for the user to make notes and to add comments. Some modules include drawings, pictures, maps, graphics and even cartoons if these can help the user.

APPENDIX I

DIFFERENTIATION OF GRADES IN A COMPETENCY-BASED PROGRAM FORMAT

Competency-based education usually means that the participant, either does or does not meet the level of compentency which has been identified. However, one of the constraints of working in a traditional university setting is the necessity of giving letter grades. Sometimes pass-fail or credit-no credit options are possible solutions to the problem of grading while an incomplete may allow more time for obtaining the competency level.

Since the competency level is usually a minimum level of performance, there are some other alternatives for assigning grades. Each instructor should develop, in writing, a policy for grading in each course or module. This policy should be explained and handed out to students. Some examples of possible options which might be helpful when developing a personal grading plan are:

1. Certain objectives must be met for a C grade with additional objectives for a B grade and additional objectives for an A grade. These objectives are all determined by the instructor.
2. Certain objectives must be met for a B grade with additional objectives set by the instructor for a grade of A.
3. Certain objectives, set by the instructor, must be met for a C grade. The student must complete additional objectives for a higher grade. The quality of work will determine the grade of A or B.
4. Certain scores or points must be obtained for a C grade. Students may redo projects or retake tests to achieve higher scores necessary for an A or B.
5. Certain objectives must be met for a base grade (C or B). These objectives are set by the instructor. The student who plans to work for an A or B must submit a plan which includes his or her own objectives.
6. The student may be involved in setting his or her objectives for each level of competence (C, B or A) and may participate in self-evaluation and self-assessment. This plan might include contract grading as long as the teacher has the prerogative to evaluate the quality of work by the student.
7. The student might have the option to (a) accept the objectives identified by the instructor or (b) revise the objectives to better meet individual needs or (c) write own objectives. In any of the options, the student mst submit evidence of meeting the objectives.

APPENDIX J

CONSUMER SERVICE AND EDUCATION

Competencies:

1. Develop an awareness of the teaching/learning process by observing in a variety of education settings.
2. Gain knowledge about teaching and learning by participating in a variety of educational experiences.

Indicators:

A. Observe and participate 70-75 hours in a selected educational setting.
B. Visit at least ten other schools or educational programs during the five week experience for 25-30 hours to total 100 hours when combined with A.
C. Keep a journal or other record of all visits, activities, experiences and include personal reactions to observation and participation in the field.
D. Develop a folder, portfolio, or file of materials related to teaching and learning.
E. Participate in various instructional activities related to the role of the teacher.
F. Record all participation experiences on Professional Participation Profile.
G. Attend and participate in weekly seminar sessions.
H. Evaluate the observation and participation experiences in the field based program.
I. Turn in all materials to the field based program coordinator by the end of the fifth week. These should include:
    1. Journal of experiences.
    2. Folder of materials.
    3. Professional Participation Profile.
    4. Evaluation of experiences.
    5. Evaluation by cooperating teacher.
    6. Any other related assignments.

Consumer Service and Education
Professional Participation Profile

Name of Student _____ Quarter _____

Educational Setting _____

Cooperating Professional Person(s) _____

ACTIVITY	DATE AND NOTES			
1. Design bulletin board or showcase.				
2. Prepare visual such as flip chart, poster, transparency or progress chart.				
3. Give a simple demonstration.				
4. Assist in a lab.				
5. Carry out managerial task such as attendance, cleaning or grading.				
6. Observe other class or school activity.				
7. Plan and give a mini-lesson.				
8. Visit school staff such as administrator, guidance counselor or cooks.				
9. Attend a youth organization activity.				
10. Investigate classroom resources.				
11. Use AV equipment such as projector, audio tape, video tape or overhead.				
12. Prepare a handout sheet for students.				
13. Develop an evaluation sheet or technique.				
14. Work with an individual student.				
15. Carry out a small group activity.				
16. Other — please list.				

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Teacher Education Leadership Conference
Advisory Planning Committee
1978
"Development of Common Core Curriculum for Vocational Teacher Education"

Delores Allenspach
Teacher Educator, Home Ec.
Miami University
Oxford, Ohio

Harry Davis
Assistant Director
Trade and Industrial Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

James Dougan Assistant Director
Agriculture Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Kenneth Green
Teacher Educator, Distributive Education
Bowling Green State University
Bowling Green, Ohio

George Kosbab
Assistant Director
Administration, Curriculum and Staff Development
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Aaron J. Miller
Department Chairman
Trade and Industrial Education
The Ohio State University
Columbus, Ohio

Charles W. Nichols
Department Chairman
Trade and Industrial Education
Kent State University
Kent, Ohio

Bernard Nye
Assistant Director
Distributive Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Sonia Price
Assistant Director
Home Economics
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Lorraine M. Rowe
Consultant
Teacher Certification
Ohio Department of Education
Columbus, Ohio

Cindy Sefton
Teacher Education
Business and Office Education
University of Cincinnati
Cincinnati, Ohio

Byrl R. Shoemaker
Executive Director
Vocational and Career Education and School Food Service
Ohio Department of Education
Columbus, Ohio

Daniel Vicarel
Assistant Director
Business and Office Education
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Robert Warmbrod
Department Chairman
Agriculture Education
The Ohio State University
Columbus, Ohio

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